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ABSTRACT

This study represents the first formal effort of the University of New Mexico (UNM) to develop an in-depth, long-range master plan for its Gallup Branch Community College (GBCC). It includes: (1) a description of the GBCC district (geography, culture, transportation, population projections, employment, and manpower needs); (2) a description of GBCC itself (history, philosophy, mission and goals, governance structure, enrollment trends, ethnic distribution of students, enrollment projections to 1985, programs and services, finances, and facilities); (3) a brief description of UNM and its relationship to GBCC; (4) a description of the public high schools in the district; and (5) results of questionnaires sent to all the high school seniors within the GBCC district and to all GBCC students (career goals, financial needs, age, and educational background). Following these presentations are suggestions and recommendations, including an academic plan and a capital outlay plan. Appended are demographic data for the GBCC district, the two questionnaires, and a legislative history of branch colleges. (DC)

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Community College Master Planning Study Gallup Branch 1975

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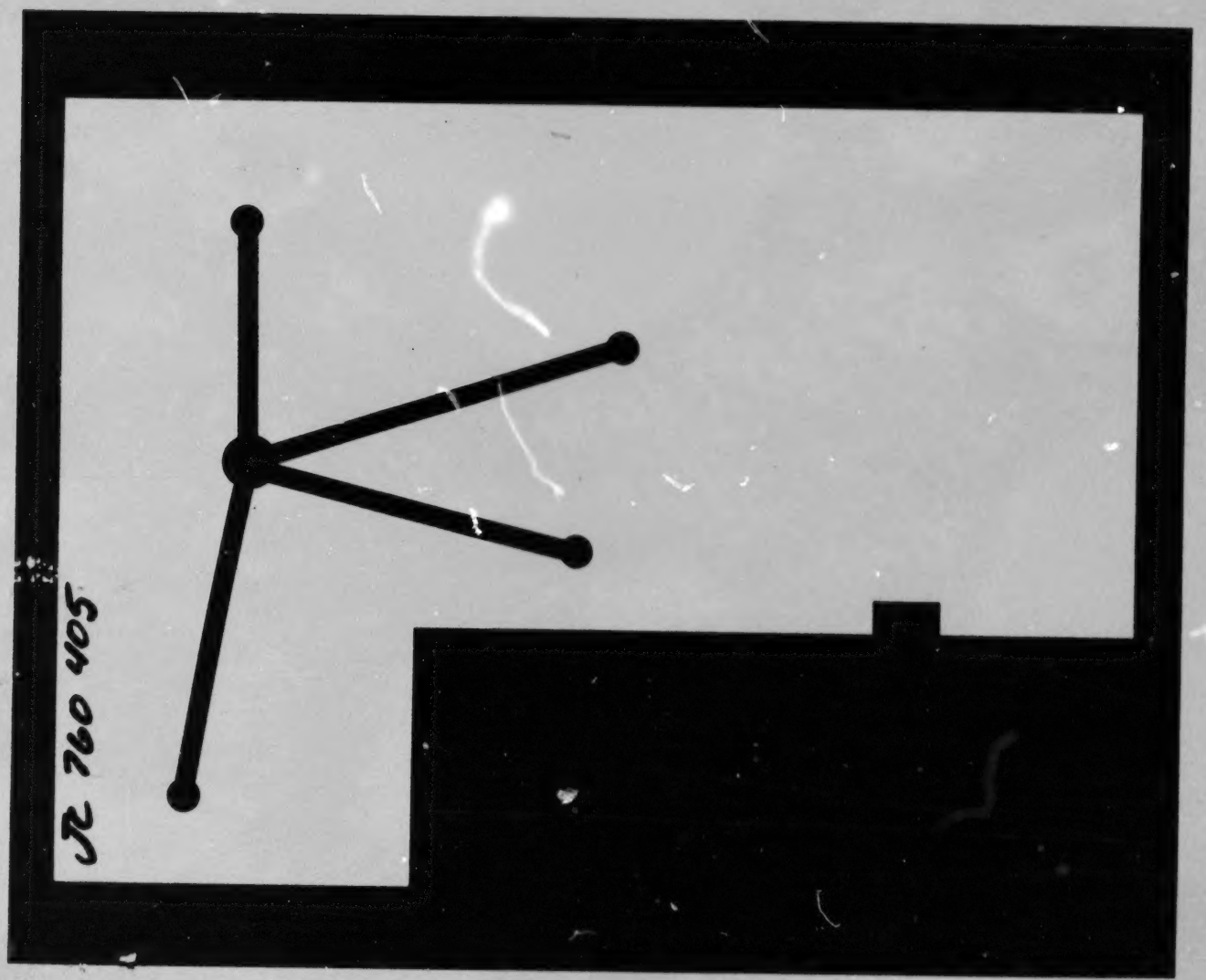

JC 760 405

COMMUNITY COLLEGE MASTER PLANNING STUDY
GALLUP BRANCH 1975

THE UNIVERSITY OF NEW MEXICO
Bureau of Educational Planning
and Development (BOEPAD)
College of Education
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December 1975

FOREWORD

The 1975 New Mexico State Legislature appropriated capital outlay funds designated for the purpose of continuing the expansion of the facilities of the Gallup Branch Community College. By law, the funds were to be made available to the college after two conditions had been fulfilled; that first, the college must submit through its parent institution, the University of New Mexico, ".....detailed justification and detailed project plans....", and secondly, the college, with the assistance of its parent institution must match the legislative appropriation with at least 25% of project costs with non-state general fund appropriations.

The Gallup Branch Community College, one of two New Mexico branch community colleges adminstered by the University of New Mexico's Division of Continuing Education and Community Services and the Office of the Vice President for Regional and Community Affairs, contracted with the University of New Mexico's Bureau of Educational Planning and Development (BOEPAD) to conduct this study since BOEPAD had formerly conducted several educational planning studies involving the Gallup-McKinley County area.

BOEPAD, a bureau operated by the College of Education of the University of New Mexico, is an agency which contracts with public and private organizations for both the analysis of educational problems and for the development of feasible solutions to these problems. Since its creation in 1968, BOEPAD has worked with numerous New Mexico school systems, colleges and universities, and local, state, and national education agencies.

BOEPAD, concurrently with the development of this study, is analyzing the branch community college master planning requirements for another branch community college operated by the University of New Mexico, the Northern Branch Community College headquartered in Espanola. These two branch community colleges are quite different in scope and characteristics since each serves communities possessing considerably different populations, geographical factors and economic conditions.

This study was completed during the Fall of 1975.

The Acknowledgment section of this report identifies many of the persons who were instrumental in the development of this report. Special mention is made here, however, of the contribution of the New Mexico Research and Study Council, a cooperative educational association of 20 northern New Mexico school districts, and the University of New Mexico. The Council contributed considerable staff time and related support to the accomplishment of the study. The Council made this rather significant contribution to verify that expansion plans for programs at the branch community colleges would indeed be highly relevant to the needs of high school seniors graduating from Gallup-McKinley County public high schools.

Richard F. Tonigan, Director, BOEPAD
Project Director

ACKNOWLEDGMENTS

This study was accomplished through the cooperative and contributory efforts of numerous persons and agencies.

George F. Harrison, a graduate student of Educational Administration and former teacher in the Gallup-McKinley County school system, was instrumental in assisting the director, and an ad hoc group of McKinley County citizens provided considerable information concerning the possibilities of population and economic growth in the Gallup Branch Community College district. Members of this group included:

Local Citizens: Harvey Whitehall, Executive Secretary, Chamber of Commerce; A. C. Woodburn, Superintendent of Public Schools; Nello Guadagnoli, Businessman; Frank Rice, President, Merchant's Bank; John Zollinger, Publisher, Gallup Independent Newspaper; Paul McCollum, City Manager; Wayne Lewis, President-elect, Chamber of Commerce; Rep. Louis J. Romero, State Representative; Wayne Radosevich, State Senator; Edward Junker, Mayor, Gallup.

Representatives from UNM Gallup Branch Community College: Calvin Hall, Director; Assistant Director Boyce Russell; Betty Schmidt, Director of Nursing; L. Mickee Mickelson, Professor; and Donna Parra, Counselor.

New Mexico Research and Study Council: Richard F. Tonigan, Executive Director; Ismael Valenzuela, Special Assistant.

BOEPAD: Richard F. Tonigan, Director; and George F. Harrison, Special Assistant.

A group of ten graduate students enrolled in a School Community Surveys course, Educational Administration 564, instructed by the director of the study, made numerous contributions toward design and implementation. These students helped in collecting, compiling, and analyzing the data, and in drafting preliminary interpretations of some of the more significant data. A major task of this group was to prepare a series of questionnaires. Approximately 900 questionnaires were completed by branch community college students and high school seniors. UNM students involved in this portion of the study were: Elbert Black, Alfonso V. Garcia, John X. Gonzales, Dennis L. Good, Ira Lee Harge, Ernie M. Otero, Sue Ellen Rael, Jose Antonio Romero, George F. Harrison, and Ismael Valenzuela.

In the summer of 1975, 7 of the students enrolled in an Educational Administration 564 course titled "Educational Planning and School Plant", assisted the director with the initial design of this study. These students were: Ira Lee Harge, Lawrence M. Korpitz, Bettie G. Taylor, Glenna Taylor, Gloria T. Vigil, David P. Williams, and Alfonso Garcia.

It would be remiss not to mention that several University of New Mexico administrators were instrumental in providing the study staff with considerable data and related information; included in this group were: Calvin Hall, Director, UNM Gallup Branch Community College; Rupert Trujillo, Dean, UNM Division of Continuing Education and Community Services; Larry D. Adcock, Assistant Director, UNM Institute for Applied Research Services; Van Dorn Hooker, UNM University Architect; Alex P. Mercure, UNM Vice President for Regional and Community Affairs; and Ismael Valenzuela, Special Assistant for the UNM New Mexico Research and Study Council.

Steve Vandal, an advanced student in Architecture, prepared all of the graphics in the report.

Joyce Rhodes, graphics designer for the University of New Mexico, designed the cover of the report.

Of special help were Larry Adcock and Nancy Brown of the Bureau of Business and Economic Research at UNM. They were instrumental in helping generate data for the report and leading the study team to sources of other information.

The study team met with Board of Educational Finance, representatives William C. Witter, Assistant Executive Secretary and coordinator of postsecondary education, Eldon Johnson, and Tom Wilson.

Meetings were held with New Mexico State Department of Education representatives: Leonard J. DeLayo, Superintendent of Public Instruction; Robert Esparza and Weldon Perrin, Deputy Superintendents of Public Instruction; Luciano R. Baca, Assistant Superintendent of Instruction; Graciela Olivarez, Director, State Planning Office; Leo T. Murphy and John Gonzales of the North Central Economic Development District.

Information received at all these meetings was extremely valuable in the development of this study.

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CHAPTER I

BACKGROUND INFORMATION

INTRODUCTION

Objectives of the Study

This study comprises the first formal effort of the University of New Mexico (UNM) to develop an in-depth, long-range master campus plan for its Gallup Branch Community College. The study has been accomplished utilizing needs assessment, manpower and population projections, economic analysis, opinion polling, educational planning, program planning, and, ultimately, financial and facility planning.

With the completion of an in-depth, long-range master campus plan, the University can better undertake a number of important steps. It can better select faculty and staff, develop appropriate financial vehicles, provide more relevant programs, and so forth; and, in the immediate future, it can better seek to qualify for capital and operating funds appropriated by the New Mexico Legislature. More specifically, the University and the Gallup Branch Community College through the development of the master campus plan are fulfilling a major step necessary to qualify for $689,000 in capital outlay funds appropriated by the 1975 Legislature (see House Bill #8, Appendix A). The study also provides considerable data which should be helpful to fulfilling a second required step, namely, producing about $230,000 (25% of project cost) for matching non-state funds with the State appropriation; these non-state funds could be raised through a Branch Community College District bond issue, a federal grant, a private gift, or other method.

It should be noted that House Bill 8 contains a waiver proviso for this funds matching requirement:

> . . . In the event that the governing board demonstrates that the matching requirement cannot be met in whole or in part from available sources, other than state general fund appropriations, the board of educational finance may waive this requirement. . . .

The National Community College Scene

Seventy-two years ago only eight junior, or two year, colleges existed in this country. The enrollment in these eight colleges totaled about 100 students. Today there are over a thousand junior community colleges with an enrollment of around 2.5 million students. The prospects for continued growth throughout the 1980's are strong. The two year college continues to be the subject of much discussion because it is being increasingly realized as an important component of both postsecondary and higher education. The Carnegie Commission on Higher Education has estimated that

about 250 new two year colleges will be needed by 1980 in order to serve the ever increasing number and diversity of incoming students.

It is generally accepted that the two year college serves as a stepping stone between the high school and the four year institution. For the youngster who is not ready to be part of the bigness of a four year college or university, the two year college has served as a unit of adjustment. It has served as an exploratory process for the student as he attempts to make up his mind on what he wants to do. It has often been commented that the two year college supplements the four year university pattern; it does not attempt to supplant it.

Conservative estimates point out that within five years, nine times as many adults will be enrolled in non-traditional programs as there are credit earning students now enrolled in the more traditional colleges. Although two year colleges have not reached the ideal many have set for them, four promising areas in education are in store for the future. In all probability the two year college will be given the main thrust of these new ventures. The four local areas are: lifelong education, community service, career education, and compensatory education.

Postsecondary Education in New Mexico

Until about fifteen years ago the only postsecondary educational opportunities in New Mexico were the four year private and public colleges and universities located in all quadrants of the state. The only exception was the New Mexico Military Institute which provided a two year college program in addition to its high school program.

Opportunities for enrolling in middle level educational programs have increased dramatically with the establishment of a junior college in Hobbs; branch community colleges in Alamogordo, Dona Ana, Carlsbad, Grants and Farmington (New Mexico State University); branch community colleges in Clovis and Roswell (Eastern New Mexico University); branch community colleges in Gallup and Espanola (University of New Mexico); and St. John's College in Santa Fe (see Figure 1).

Opportunities for enrolling in technical-vocational schools have also increased substantially in the past decade. In the state there are now over a dozen centers offering post secondary technical-vocational instruction.

BRANCH COMMUNITY COLLEGES IN NEW MEXICO

The dramatic increase in the number of postsecondary institutions in New Mexico over the past fifteen years has come about as a result of new laws which facilitated the establishment of branch community colleges at the request of the public. The growth has not been accomplished

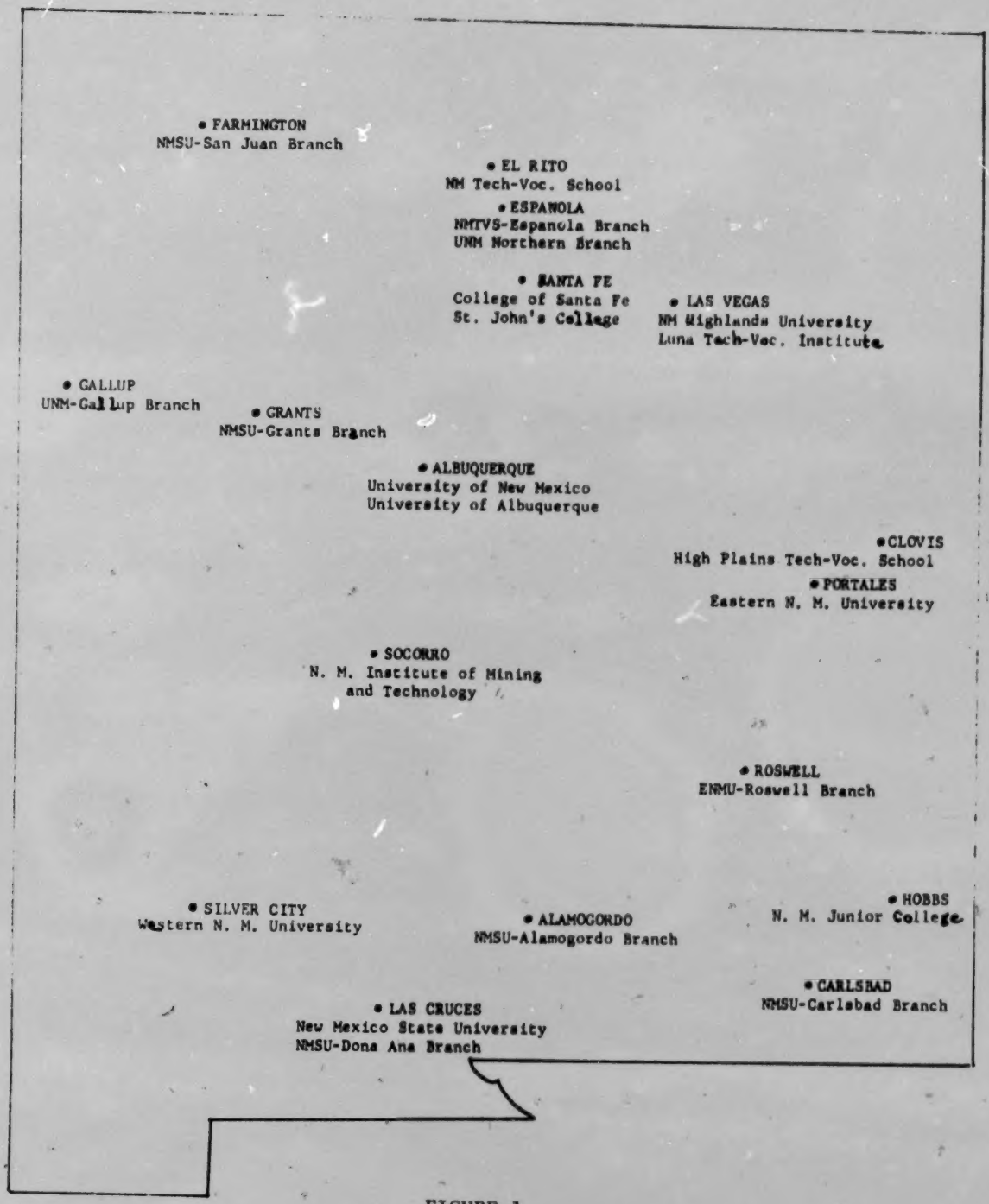


FIGURE 1

NEW MEXICO POSTSECONDARY SCHOOLS

without considerable public expense, duplication of programs and the stimulation of official and public concern about 1) the future of postsecondary institutions, 2) their benefit to the people of the state, and 3) their place vis-a-vis the economic and social development of the urban and rural areas of the state.

Establishment and Policy (Appendix A)

A branch community college educational program, according to state law, "includes the first two years of college education and may include organized vocational and technical curricula of not more than two years' duration designed to fit individuals for employment in recognized occupations."

Branch community colleges function with a "parent university" whose duties are clearly defined by state law. State law also dictates the public support to be given to branch community colleges, as it does administrative control.

A branch community college may be established in a school district upon the showing of need by the local board of education; or a branch community college may be established to include more than one school district. The local board of education (or combined boards if more than one school district is included) will act as the governing board for the branch community college. The duties of the board are covered by state laws. State statutes also indicate that the Board of Educational Finance is the state agency involved in the establishment of branch community colleges.

Other statutory provisions include those relating to: the use of public school facilities; the financing of branch community colleges; tax levies for the purpose of operating, maintaining and providing facilities for branch community colleges; state support (currently set at a minimum of $325 for each full-time-equivalent student); and bond issues.

Junior colleges in New Mexico do not function with the guidance and assistance of parent universities and their funding pattern differs significantly from that of branch community colleges. While there are local boards to guide the junior colleges, the boards are not automatically composed of the members of the local public school board(s) of education.

Relationships with Parent Institutions

The local governing board for a branch community college selects the parent college or university and, upon approval of the Board of Educational Finance, enters into written agreement with the parent institution's board of regents. The agreement includes provisions for:

(1) The parent institution to have full authority and responsibility in relation to all academic matters;

(2) The parent institution to honor all credits earned by students as though they were earned on the parent campus;

(3) The course of study and program offered;

(4) The co-operative use of physical facilities and teaching staff, provided that applications of local, qualified people shall be considered before employing teachers of the local school system;

(5) The detailed agreement of financing and financial control of the branch community college.

The advantages accruing to a community sponsoring a branch community college are directly related to the university selected as its parent institution. The primary advantages include administrative guidance and responsibility by an experienced university administration as well as access to the talents of the university faculty. Having a parent institution better assures a community that the services, staffs, and programs of the parent institution will be more readily accessible to the students of a branch college.

Especially helpful to a branch community college can be the sharing of major scientific and technical pieces of equipment far too expensive to install in the individual branch college. Equally, access to the vocational-technical-scientific library resources of the parent institution and regional libraries having loan and trade agreements with the university is not only vital to the program but is also economically prudent.

The faculty of a parent institution is better able to consult with the full-time or part-time faculty of a branch college and thus to utilize their varied and rich experiences to positively influence developments in a branch community college. Thus far, only one public junior college has been established in New Mexico, while nine branch community colleges have been established. In terms of vocational-technical programs, it should be noted that the above advantages equally benefit a vocational-technical program incorporated in a branch community college. The services of the parent university's administration can also be helpful in developing funds from various sources for the development of both general academic and vocational-technical programs.

Communities electing parent institutions for their branch community colleges must necessarily take a long term view. They may wisely assume that branch community colleges established now will grow considerably during succeeding generations in size, function, and enrollments and may in effect become major branches of a university system by the turn of the century.

STUDY METHODOLOGY

At the suggestion of staff members of the Board of Educational Finance (BEF), the Bureau of Educational Planning and Development utilized as a guide for this study a University of New Mexico report which the Bureau previously completed for BEF approval (The 4 In 1 Report: Four Branch Community College Feasibility Studies, University of New Mexico, 1969).

Several data and information sources were researched; the key ones are described below.

Student Opinion Questionnaires

Questionnaires were developed and distributed to a) all high school seniors attending high schools within the branch college district, and b) all students enrolled in the Gallup Branch Community College.

The results of these questionnaires are reported later in the study; copies of the questionnaires are presented in Appendixes C and D.

Consultations with Educational Agencies

Study staff members consulted with several offices of the University of New Mexico, including the Division of Continuing Education and Community Services, the Office of the Vice President for Regional and Community Affairs, the Office of the Academic Vice President, the Office of the President, and the University Architect.

The staff also discussed branch community college needs and developments with the New Mexico Superintendent of Public Instruction and some of his assistants, the Acting Director of the Board of Educational Finance and two other staff members, the Director of the Gallup Branch Community College, the Director of the Northern Branch Community College, the Director of the Navajo Tribe Division of Education, the Superintendent of the Gallup-McKinley County Public School District, and others.

Consultations with Socioeconomic Developmental Agencies

Project staff consulted with the Assistant Director of the UNM Institute for Applied Research Services (especially concerning population and manpower projections), the Governor's office of Manpower and Administration, the New Mexico State Department of Development, the North Central Economic Development District official (EDA) in Santa Fe, a representative of the U. S. Employment Security Agency, an economist with the Navajo Economic Development Division of the Navajo Tribe, the Director of the New Mexico State Planning Office, the Chairman of the Department of Economics of the University of New Mexico, and with private industry representatives including Santa Fe Industries and United Nuclear Engineering.

Literature Review

The staff assembled a large number of books, reports, and other publications for use by graduate students and BOEPAD's project staff; these publications were researched to secure pertinent information which could be helpful in the development of this study.

Financial and Legal Information

All finance data concerning assessed valuations were secured from the Public School Finance Division of the Department of Finance and Administration, all branch college operational and capital outlay funding data were secured from the University of New Mexico, and the BEF provided a set of up-to-date branch college laws (Appendix E).

Educational Program Comparisons

An attempt was made to compare the course offerings of all of the high schools in the Gallup Branch Community College district but, after considerable effort, the attempt was discontinued due to an inability to rapidly secure course and program information from any State source. The information, had it been obtainable, would have been particularly helpful because it would have enabled the study staff to better understand the course and program offerings which high school seniors might complete before coming to the branch, especially in terms of vocational-technical education.

Population and Enrollment Projections

Population projections were made for the branch college district with the help of UNM's Bureau of Business and Economic Research. Bureau of Census data were among those utilized. Student enrollment projections were based on data from various school districts and state agency reports.

Educational Goals

Educational goals, objectives, and priorities were developed from a variety of sources including the recent UNM COUP report (see p. 27), school administrators, selected community people, the ad hoc Gallup Branch College Advisory Board, students, UNM officials, and others.

DEFINITIONS

Capital Outlay Project: A "capital outlay project" for the purpose of this appropriation means the acquisition, improvement, alteration or reconstruction of assets of a long-term character that are intended to continue to be held or used, including, but not limited to, land, buildings, machinery, furniture and equipment, but excluding projects or programs for the construction, improvement or maintenance of highways and bridges under the supervision of the state highway commission. A capital outlay project includes all proposed expenditures related to the entire undertaking (Appendix E).

Course: A series of lectures, or other planned class activities, concerned with a defined topic, for example, a course in "principles of biology", "art history" or "human growth and development."

Program: A series of courses, and possibly other planned activities, which are predesignated and lead to a degree, diploma, transfer to higher level programs, certification or other designated forms of recognition; for example, programs for developing dental assistants, teacher aides, or nurses.

CHAPTER II

THE GALLUP BRANCH COMMUNITY COLLEGE DISTRICT

BRANCH DISTRICT CHARACTERISTICS

Geography

The City of Gallup and McKinley County are located in the northwestern part of New Mexico and are bordered on the west by Arizona, on the south by Valencia County, on the east by Sandoval County, and on the north by San Juan County. McKinley County ranges in elevation from approximately 9,166 feet above sea level at Cerro De Alejandro in the eastern portion of the county, to about 5,800 feet above sea level at Tohatchi Wash. McKinley County contains 5,461 square miles.

With an elevation of 6,515 feet, Gallup is one of the highest cities in the United States. Year round low humidity, pleasant climate, and an average of 335 days of sunshine a year characterize Gallup and McKinley County.

Culture

Two Indian reservations are partially located in McKinley County. The Navajo Reservation, the country's largest, has its easternmost area located in the northwestern section of the county. The Zuni Indian Reservation is in the county's southwestern section. In addition, there are numerous Navajo "checkerboard sections" extending across much of the county.

Statistics for McKinley County show that of the total population about 61% are Indian, 37% are white, and 2% are Negro, or other racial background. Of the 37% white population, over half have Spanish surnames.

McKinley County is indeed a "melting pot" of cultures. Expressions of these varying cultures is evidenced throughout the county in styles of dress, business patterns, and life styles. Mining and railroading have contributed to bringing both Orientals and Europeans to the area.

Transportation

McKinley County is served by few major highways. U.S. 66/I-40 runs east-west across much of the county. It is a major national highway and is the route most commonly used by travelers traveling those directions through New Mexico. It is very heavily traveled year round by both local and transient traffic.

U.S. 666 extends north from Gallup to the Colorado border. The portion of U.S. 666 located in McKinley County is in reasonably good repair but traffic is heavy on portions of the highway, especially the portion from Gallup to Yah-Ta-Hey. Plans have been formulated to improve this section of U.S. 666 by resurfacing it and broadening it into four lanes.

Going south from Gallup is State Road 32, which is the only paved highway serving the residents of the Zuni Reservation with access to Gallup. State Road 32 is in reasonably good repair but quite narrow and hilly. A portion of the re-routing of Route 32 in and through Gallup has just recently been completed; the section which is to go alongside of the northern boundary of the Branch College site is to be finished within the next few years. Resurfacing has also been completed on about eight miles of the highway just south of Gallup.

Other paved roads include State Road 53, which serves the southwestern corner of McKinley County, State Road 57 extending from Thoreau to Crownpoint, a paved road from Crownpoint west to U.S. 666, a short stretch of State Road 400 from Ft. Wingate to McJaffey, and State Road 400, which extends west from Yah-Ta-Hey to Window Rock, Arizona, and the Navajo Tribal Headquarters.

Gallup and McKinley County often are referred to as the "pickup capital" of the country, vehicularly speaking, that is. The preceding discussion and a look at Figure will reveal why this is true. There are few improved roads and highways. For all practical purposes, the county is served by one major highway, running east and west. The heavily populated areas of McKinley County are served by improved highways, but many residents living in outlying areas must use hundreds of miles of poorly maintained dirt roads or trails. Pickup trucks and four-wheel drive vehicles are most suited for this terrain.

Distances in McKinley County are great. The county is over ninety miles wide and seventy miles deep. The distance from Crownpoint, a community with the third highest population, to Gallup is fifty-eight miles. Many residents of McKinley County must travel as much as seventy to a hundred miles to reach Gallup and much of that travel is on unimproved roads.

Clarke Field, Gallup's only airport, is located on the west side of town. Private and general aviation are served here. Frontier Airlines serves Gallup on a regular basis. Several undeveloped dirt landing strips are used by small charter planes, e.g., Zuni and Ramah.

Gallup is also served by both Greyhoud and Continental Trailways buses, which make several stops in Gallup daily, and by the Santa Fe Railway, which provides Amtrak passenger service as well as freight service.

Population Projections

In an attempt to estimate the scope of future educational needs, population projections were made for the Gallup Branch Community College District. Since making population projections is an imprecise business in growing communities, two sets of projections were made, a low (natural growth) and a high (exceptional growth). Exceptional growth may result from any of many causes; in Gallup's case, it may be the result of increased industrial activity.

The low set of population projections, natural growth, was based mainly on three factors: 1) the district's birth rate, 2) death rate, and 3) expected in-and-out-migration. The high set of projections, exceptional growth, added a fourth factor, that of exceptional in-migration. The two projections are shown below:

TABLE 1

POPULATION PROJECTIONS, NATURAL GROWTH, BIRTH RATE, DEATH RATE, AND EXPECTED IN-MIGRATION

Year	Total	Selected Age Groups			
		15-19	20-29	30-39	40-49
1970	43,208	4,527	6,007	4,992	4,029
1975	51,500	5,150	7,210	6,437	4,892
1980	55,900	5,364	7,875	7,207	5,419
1985	58,000	5,444	8,231	7,655	5,741

Source: Bureau of Business and Economic Research, University of New Mexico; December, 1975.

TABLE 2

POPULATION PROJECTIONS ADDING
EXCEPTIONAL IN-MIGRATION TO NATURAL GROWTH

Year	Total	Selected Age Groups			
		15-19	20-29	30-39	40-49
1970	43,208	4,527	6,007	4,992	4,029
1975	51,500	5,150	7,210	6,437	4,892
1980	57,600	5,530	8,122	7,430	5,587
1985	62,100	5,837	8,818	8,197	6,148

Source: Bureau of Business and Economic Research, University of New Mexico; December, 1975.

Projections were made for 1980 and 1985 for both the total population and selected age groups. Selected groups represent those residents most likely to enroll in a branch community college.

The two tables reveal but small differences between the two sets of projections, and in both instances McKinley County is expected to undergo considerable growth in population due in part to natural growth and in part to exceptional in-migration.

Table 3 assumes extended development of McKinley County's uranium field with one new "yellow cake" mill and at least two new mines. Also taken into consideration was the Navajo Economic Development Plan. Based on these projections and assumptions, it is estimated that the residents of the Gallup Branch Community College district will number:

TABLE 3

ESTIMATED POPULATION RANGE

Number of Residents

1975	Base Year 51,500
1980	Between 55,900 and 57,600
1985	Between 58,000 and 62,100

Also see Figure 2:

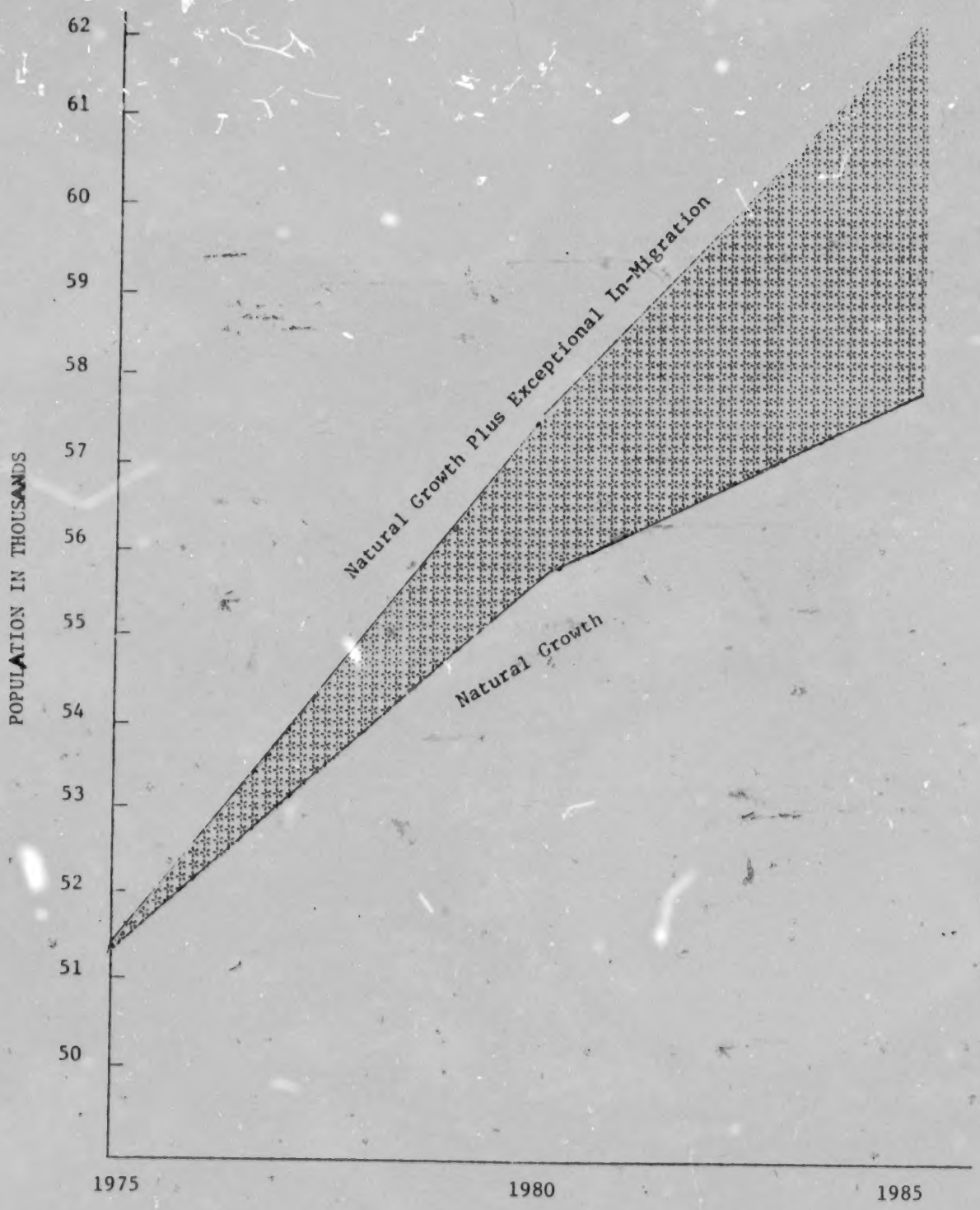


FIGURE 2

TOTAL POPULATION PROJECTIONS, 1975-1985
NATURAL GROWTH AND NATURAL GROWTH PLUS EXCEPTIONAL IN-MIGRATION

Employment

Government is the largest employer in McKinley County (see Table 4). This is, of course, due to the large Indian population. The Bureau of Indian Affairs (BIA) employs a large number of citizens, as does the Public Health Services. There are several regional federal government offices located in Gallup, as well as municipal and county offices, and Ft. Wingate is located just east of Gallup. All of these governmental offices employ citizens of McKinley County.

TABLE 4

McKINLEY COUNTY NONAGRICULTURAL EMPLOYMENT 1970-74

	1970	1971	1972	1973	1974
Total Nonagricultural Employment	12,472	12,750	13,118	13,563	14,378
Manufacturing	558	633	813	644	1,049
Mining	2,152	1,982	1,671	1,343	1,946
Contract Construction	422	406	393	456	530
Transportation and Public Utilities	909	968	1,030	1,086	1,042
Wholesale & Retail Trade	2,368	2,560	2,844	3,187	3,499
Finance, Insurance and Real Estate	230	233	288	313	328
Services and Misc.	2,149	2,271	2,269	2,450	1,787
Government	3,684	3,697	3,810	4,086	4,197

Source: Employment Security Commission of New Mexico

Other pertinent information about McKinley County is presented in Appendix B. Information in this section includes population, welfare, income, etc.

Manpower Needs for McKinley County

The manpower needs of McKinley County for the next ten years in general are expected to be an extension of the present employment pattern. Along with some natural growth, there will be some significant increases in specific areas.

Government agencies will continue to employ a large number of people. Many of those employed will require preservice and inservice training for positions in such areas as administrative, secretarial

and clerical, education maintenance, construction and health services.

The largest growth in manpower needs will probably be in the extraction of natural resources including mining, and in related industrial processing industries. Coal gasification, coal mining, and uranium mining show much promise for McKinley County. These ventures will require well trained personnel. Engineers, administrative people, mechanics and repairmen, and heavy equipment operators will be in greatest demand.

An increase in population due to increased mining activity and other factors will have some secondary effects and will create a need for more services. Areas of growth will include sales and retail outlets, utility operations and service oriented activities.

It appears that the manpower needs for McKinley County will fall into three broad categories. The first category will be the needs generated by a normal turnover of workers. The training for those individuals who will fill those positions will be wide and varied. Some will require little education, and several will require much.

The second category of manpower needs will be those caused by the expansion of existing services and the introduction of new services. One such area of expansion appears to be in the field of medical technology. The local hospitals and clinics, especially the Public Health Service facilities available to Indian citizens, will be demanding additional trained personnel to work as nurses, medical secretaries, and laboratory and health technicians. These individuals will require specialized training but most positions will not require college degrees.

The third category of manpower needs will be the result of new industries moving into McKinley County. The industries most likely to cause this growth will be the aforementioned extration and related industries.

It seems reasonable to assume that the manpower needs of McKinley County will increase and that the increase will be rather sharp. It is also likely that many of these needs will be in areas that require specialized training and that much of this training will require some two and some four year college programs.

For example, Santa Fe Industries has planned a new railroad spur to begin just east of Thoreau and to run to the "Peabody coal fields" located north of Grants near Star Lake. Construction on the spur is to begin in 1977 and will involve about 300 employees. After construction has been completed, coal is to be moved by railroad cars from this location to the Salt River Canyon in Arizona. Coal is to be transported beginning in late 1977 or early 1978. The coal fields should employ about 200 persons on a permanent basis.

As another example, an increase in other activities concerned with the extration of raw minerals is also expected. United Nuclear Corporation

has projected a growth in operations near Churchrock (six miles east of Gallup). They expect to increase employment in this operation from the present 325 to 650, or more, within the next several years.

GALLUP-McKINLEY COUNTY PUBLIC SCHOOL DISTRICT CHARACTERISTICS

Enrollment

The Gallup-McKinley County Public School District and the Gallup Branch Community College District occupy exactly the same geographic area.

The Gallup-McKinley County Public School District is New Mexico's largest in area, and is one of the largest in the country. Free schooling is available to all children from kindergarten through grade twelve. Over 12,000 students attend.

There are five public high schools in the district. They are located at Gallup, Zuni, Thoreau, Crownpoint, and Tohatchi. For the year 73-74, the district listed 3,318 students in grades nine through twelve in these high schools.

The rate of growth in the student population of McKinley County Public Schools has been consistent for the past five years. The average daily membership (ADM) for all McKinley County schools was 10,573 in 1968-69. During the school year 1973-74, the ADM had reached 12,343.* This is a gain of 16.7% for the five year period, or 3.3% per year. This compares with a statewide average growth of 1.9% for the five year period, or only .4% per year.

These figures show that McKinley County Public School District's enrollment is growing at a much faster rate than most school districts in New Mexico. Population projections for the next ten years (see page 12) point to a continual increase in public school enrollment for the next ten years.

Facilities

The main classroom buildings at all five schools are reasonably new and in good repair. These are, however, becoming overcrowded. Thus, many portable buildings are being used in addition to permanent facilities. Plans are presently under way to alleviate the crowded conditions at Tohatchi High School. Under a special federal grant, money is being supplied for the construction of a new high school to house students in grades ten through twelve adjacent to the present one. The present building will then be used for grades seven through nine.

*Source: State of New Mexico Annual Statistical Report of the Superintendent of Public Instruction

Programs

The high school programs in Gallup-McKinley County Public Schools are designed to meet the individual needs of each student. However, because of budgetary restrictions, overcrowded facilities, and pupil-teacher ratios, the actual school programs are rather traditional in nature. A basic curriculum for college preparation is offered as well as several courses of a vocational nature. However, with the exception of the program at Gallup High School, the vocational offerings are not intended to train students to enter the job market.

Follow-up Studies (Table 5)

A follow-up of graduating seniors includes the following noteworthy data:

1. The percentage of graduates going to college has quite steadily declined from 44% to 32%.

2. The percentage of graduates going to vocational schools has doubled from 8% to 16%.

3. The proportion of students going directly into employment has increased almost 50%.

TABLE 5

FOLLOW-UP ON McKINLEY COUNTY PUBLIC HIGH SCHOOL GRADUATES

FOR 1971-75

Year Of Graduation	Entered College	Entered Voc-Tech School	Employed	Entered Military	House-wife	Number and (%)* unemployed or not located	Total Graduates
1971	252 (44)	47 (8)	117 (21)	35 (6)	41 (7)	76 (14)	568
1972	253 (49)	47 (9)	106 (20)	35 (7)	41 (8)	39 (7)	521
1973	267 (41)	130 (20)	130 (20)	37 (6)	43 (7)	36 (6)	643
1974	180 (32)	90 (16)	186 (33)	30 (5)	42 (7)	40 (7)	568
1975	211 (32)	102 (16)	184 (29)	32 (5)	51 (8)	64 (10)	644
Totals	1,163 (40)	416 (14)	723 (25)	169 (6)	218 (7)	255 (8)	2,944

*Instructions for reading this table:

No. of students in this category — 252 (44) — Percent of students in this category

Comparison of follow-up on high school graduates in McKinley County for 1971 thru 1975 with seniors currently enrolled in McKinley County high schools. Comparison was made of the results of the questionnaires completed by high school seniors in McKinley County (see Appendix C) to the follow-up on high school graduates of McKinley County of the past five years, see Table 5. The comparison revealed the following:

1. Of the high school seniors surveyed 57% indicated a desire to enter college; the high school follow-up shows that only 40% entered college.

2. 16% of the high school seniors indicated a desire to enter a vocational school; 14% of the graduates of the past five years have entered a vocational school.

3. 15% of the high school seniors indicated they were going to get a job upon graduating; the high school follow-up shows that 25% were employed.

4. 54% of the high school graduates of McKinley County for the past five years have enrolled in a postsecondary institution; questionnaires indicated that 73% of the current high school seniors in McKinley County wanted postsecondary education.

The comparison shows that more seniors want to attend college than actually enroll. This is not surprising when it is remembered that two-thirds of the high school seniors indicated a need for financial assistance if they did attend college. Many simply cannot afford to go to college unless they receive this aid.

CHAPTER III

THE GALLUP BRANCH COMMUNITY COLLEGE

HISTORY OF THE GALLUP BRANCH

The campus of the Gallup Branch of the University of New Mexico is located in the southern section of the City of Gallup in McKinley County. In 1957, the Board of Regents of the University of New Mexico, acting through its president and administrative staff, in cooperation with the Gallup-McKinley County Board of Education, established a resident credit extension center in Gallup. This center was known as the Gallup Community College, and continued to offer a limited number of courses until June 1968 (see Figures 3 and 4).

In 1968, by request and effort of McKinley County people, the Gallup Branch of the University of New Mexico was established by the University, following the procedures prescribed by the Legislature and the Board of Educational Finance. During this time, the Branch Offices were temporarily housed in local public school facilities.

In 1970 the Gallup Lions Club donated a building plus six acres and the Branch began using the facility for its administrative offices. In the summer of 1970, members of the staff partitioned the building to provide three classrooms and three offices. Classes were held in this building, in addition to the classes held in public school facilities.

Shortly after the Lions Club donation, Mr. and Mrs. Clair Gurley donated an adjacent fifty-four acres of land to be used for a campus.

In 1972 the voters of McKinley County levied a property tax to produce $505,000 as the major portion of the cost of building a new academic facility, Gurley Hall. The total cost of the building was $705,000, with $200,000 to be paid off by revenue from student fees. After the building was completed the Branch moved its operations into the new building in May, 1974. In addition, various classes were held at such satellite sites as: Crownpoint, Thoreau, Borrego Pass, Zuni, Ramah, Tohatchi and Navajo.

The Gallup Branch is unique among colleges and universities in the State of New Mexico since it is located in the center of an area of primarily Indian population. Enrollment statistics show an average of 50% or more enrollment of Indian students each year. The Gallup Branch Community College is an integral part of the community, not apart from it. And, as a part, reflects its academic and economic trends.

PARENT INSTITUTION: THE UNIVERSITY OF NEW MEXICO

The University of New Mexico was created by an act of the Territorial Legislature in 1889. Since that time the 20 acres comprising

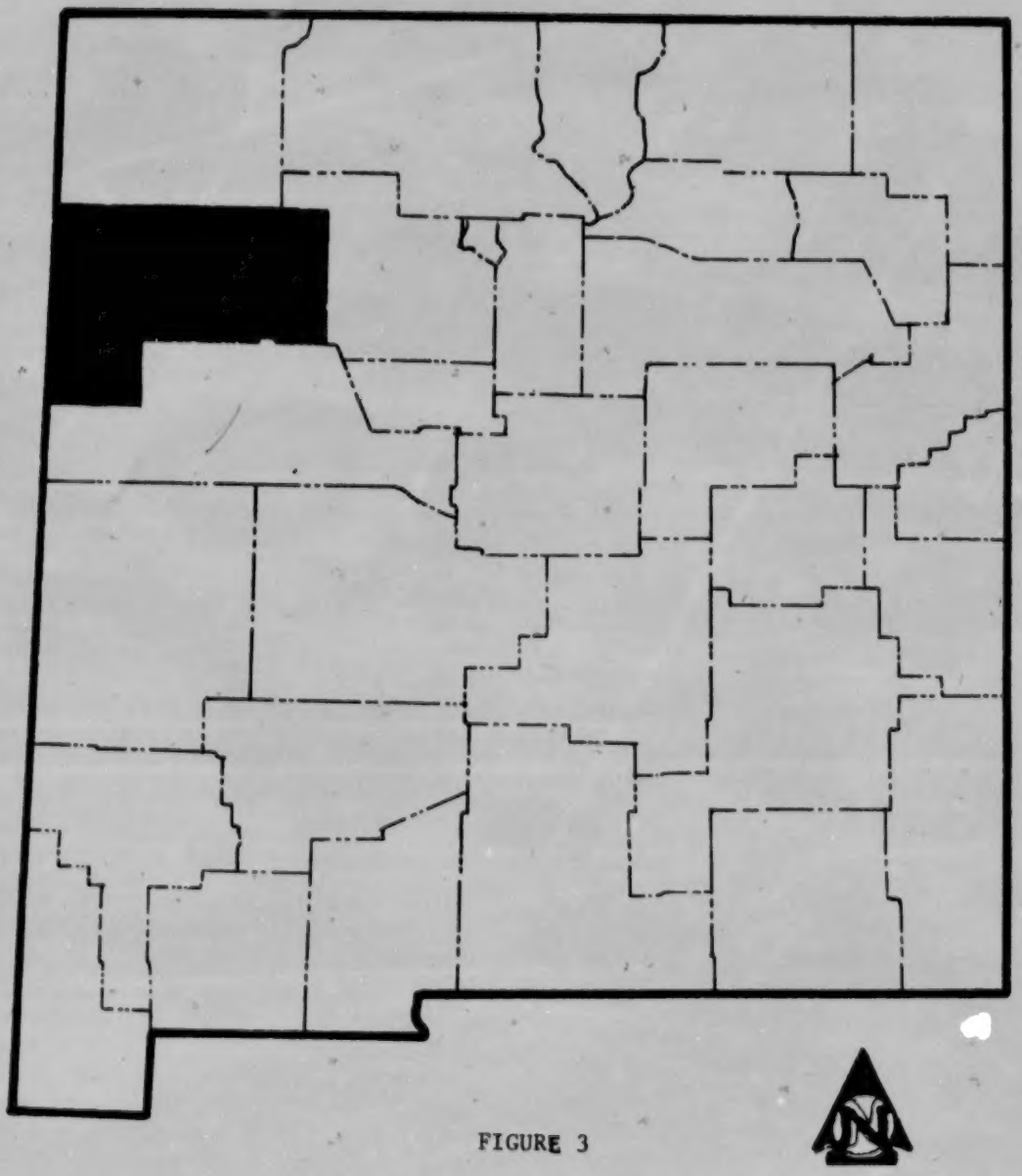


FIGURE 3

Location Map

Gallup Branch Community College District

34

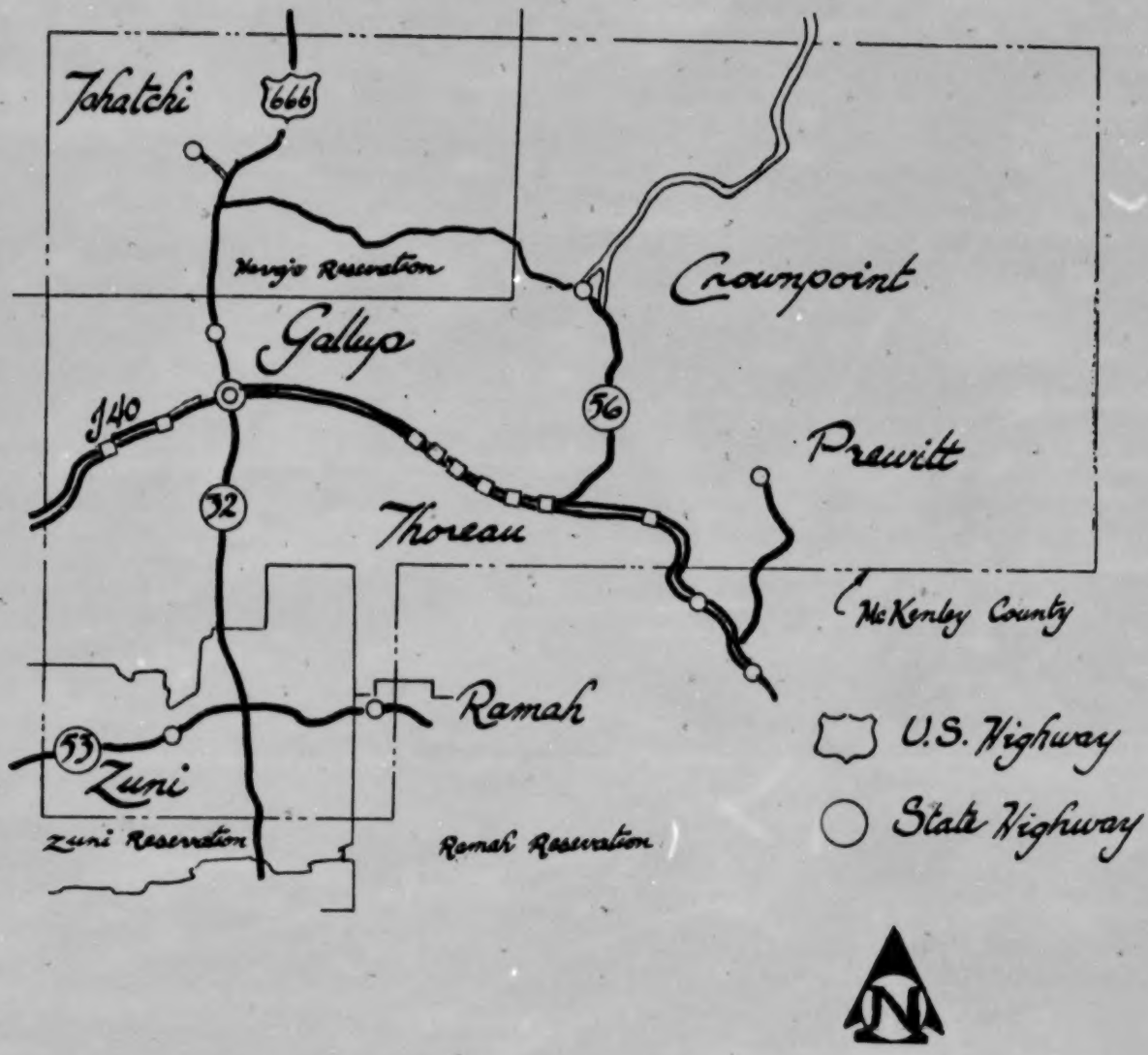


FIGURE 4

Gallup Branch Community College District

the original campus have become more than 600; buildings have increased from a single structure to around 150. Although situated in the center of metropolitan Albuquerque, the University has its roots in the cultural multiplicity of the state. The distinctive architectural style, contemporary in treatment but with strong influence from the Spanish and Pueblo Indian cultures, is characterized by protruding vigas, patios, balconies, portals, and earth-color walls slightly inclined to recall ancient adobe houses. Surrounded by giant cottonwood trees, elms and mountain evergreens, the campus embodies the life style fostered by the mild, sunny climate of the Middle Rio Grande Valley.

While the main campus is located in Albuquerque, the state's metropolitan center, the University extends educational opportunity to students in other parts of the state through the two branch community colleges, graduate centers, extension and correspondence programs and the service programs.

The University has for many years realized that the situation of the University of New Mexico provides it with a wealth of source material in the historical background of the nation, and that its proximity to the Indian, Spanish-American, and Mexican cultures makes it a natural place for the study and appreciation of those cultures. It has, therefore, encouraged the development of Southwestern and Latin American studies and research. Some of the results of this emphasis have been the offering of a major in Latin American Studies, establishment of an Andean Center in Quito, Ecuador, the annual field session in Anthropology, and the various paintings, carvings, and weavings to be found throughout the campus buildings.

In Albuquerque, all of the University's schools and colleges are located in a single campus complex, making it easier for faculty and students in one discipline to contribute to another through interdepartmental and interdisciplinary programs. The Albuquerque campus has three components (Central Campus, North Campus, and South Campus). Each encompasses some 200 acres. The Central Campus is the site of the major undergraduate colleges, administrative and faculty offices, dormitory complexes and the student union. On the North Campus are located the Schools of Medicine and Law. Soon the Colleges of Nursing and Pharmacy will be relocated on that campus which is just across Lomas Boulevard from the Central Campus. The South Campus, about a three-minute drive from the Central Campus, is the home of all of UNM's intercollegiate athletic facilities.

The multicultural student body typically consists of students from all fifty states and from more than sixty nations. Of the 20,832 students enrolled in the main campus for Fall Semester, 1975, approximately 88% were New Mexico residents, including 14,886 from Bernalillo County. Of the total enrollment, approximately 3,300 (16%) were Chicano (and other Spanish-speaking students), and 580 (2%) were native Americans, the two largest identifiable ethnic groups in the state.

The University has been expanding its educational program and facilities in order to keep pace with increased enrollment and changing needs. The academic divisions include eleven colleges containing 66 departments, a School of Law and a School of Medicine. Over 3,600 courses are offered.

Continuance Governance

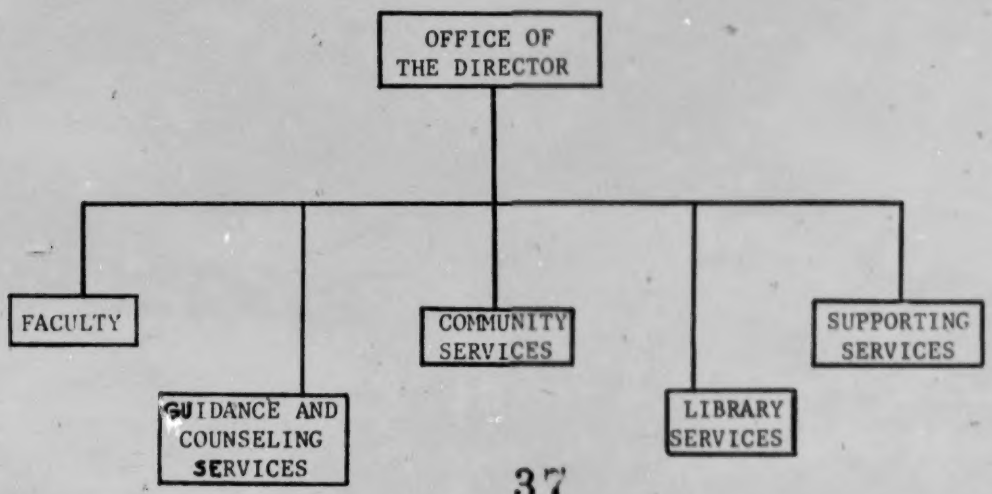
It is legally possible, with six months' notice and the absence of outstanding bonded indebtedness, for the Gallup Branch Community College to sever its governance relationship with the University of New Mexico and to convert to a different governing system. For example, it could select another parent institution, or establish an independent public college.

This study did not detect any interest in altering the current form of governance at the local, university, or state level. If anything, many persons at all three levels voiced interest in strengthening the bonds between the Gallup Branch Community College and the University of New Mexico.

Organizational Relationships

Figure 5 depicts the formal line of responsibility relationships established either by law or by the University of New Mexico. It should be noted, however, that an ad hoc group of citizens informally perform most of the responsibilities of the Gallup Branch Community College Board of Education since the Board feels it unreasonable, if not impossible, to perform the duties assigned to it as the elected public school Board of Education for the Gallup McKinley County School District, as well as the duties assigned by law to school boards which also become branch college boards of education.

The Gallup Community College organization chart is depicted below, and then combined with organizational structure of the University of New Mexico in Figure 5.



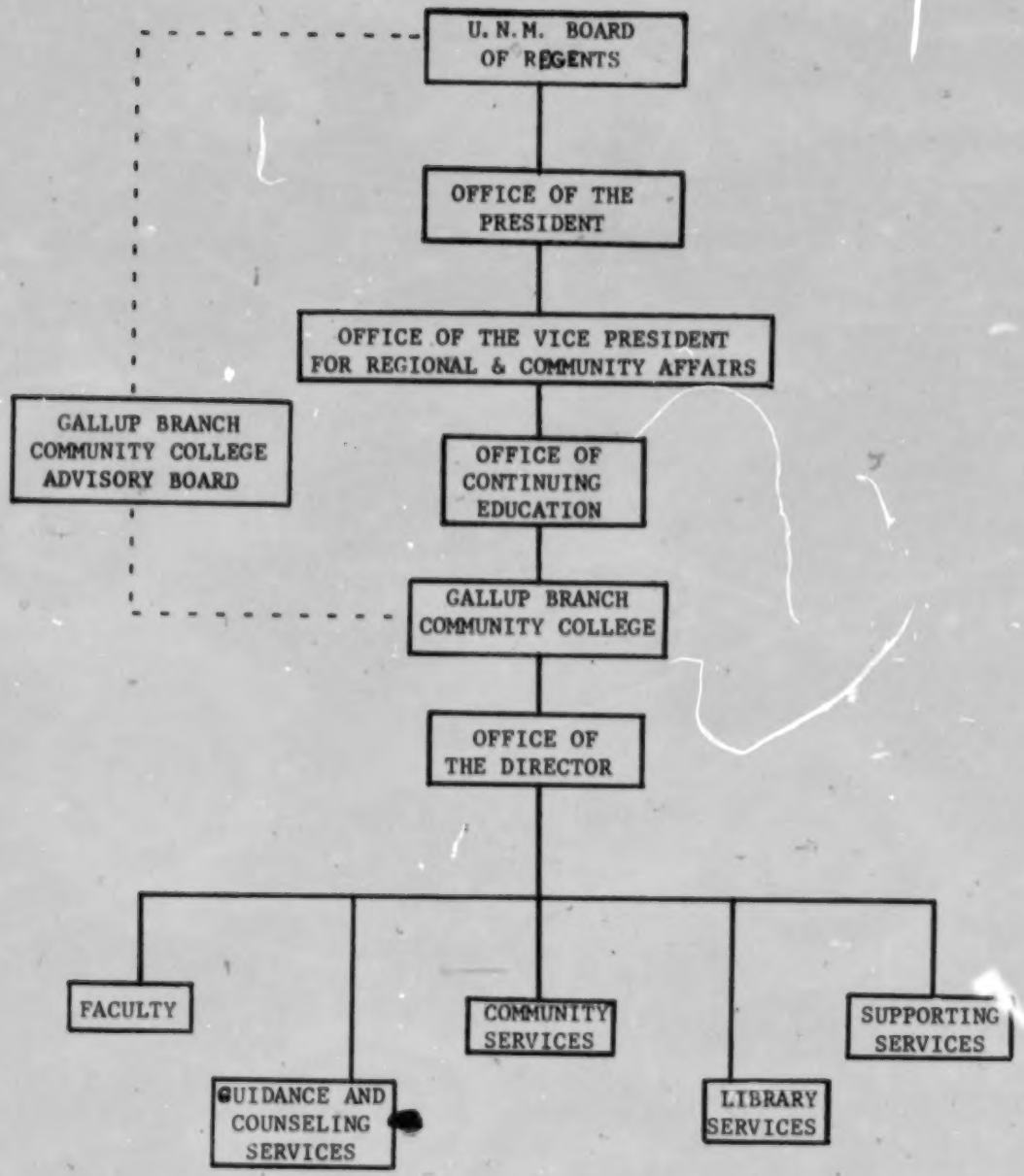

U. N. M. BOARD OF REGENTS
OFFICE OF THE PRESIDENT
OFFICE OF THE VICE PRESIDENT FOR REGIONAL & COMMUNITY AFFAIRS
GALLUP BRANCH COMMUNITY COLLEGE ADVISORY BOARD
OFFICE OF CONTINUING EDUCATION
GALLUP BRANCH COMMUNITY COLLEGE
OFFICE OF THE DIRECTOR
FACULTY
GUIDANCE AND COUNSELING SERVICES
COMMUNITY SERVICES
LIBRARY SERVICES
SUPPORTING SERVICES

FIGURE 5

ORGANIZATIONAL RELATIONSHIPS OF THE GALLUP BRANCH COMMUNITY COLLEGE TO THE UNIVERSITY OF NEW MEXICO

COUP Report

The University of New Mexico Regents' Committee on University Planning (COUP) Report, of September 1975, recognized the University of New Mexico as the major comprehensive university of higher learning in the state, capable of offering a range of educational experiences of the highest quality; providing study at every instructional level, and maintaining maximal access for qualified students.

The 1975 COUP Report acknowledged the University's obligation of providing "...leadership in seeking the most effective solutions within its framework or elsewhere." As a means to this end "...the University may determine that certain sub-baccalaureate, paraprofessional and remedial programs may best be afforded through the University in one or more of its parts or branches. It may determine that certification programs, community service functions, and other educational or non-educational activities be undertaken either on or off the University campuses." The COUP Report recommended that the University "...should establish a developmental program designed and implemented for expanding the nontraditional student programs according to University priorities. This program should include structure and procedures for developing branch colleges which would expand quality higher education throughout the state."

Philosophy

From its inception the Gallup Branch Community College has been committed to the philosophy of extending higher educational opportunity to all eligible students. The Gallup Branch Community College staff is interested in the individual student and makes every attempt to assist the student to realize his potential. The Branch College is committed, within its area of responsibility, to the philosophy of providing for all the people a post high school education which will meet their needs, abilities, and desire to achieve. A broad range of comprehensive programs (technical-vocational level, academic level, certified level, and community service level) enable students to prepare for employment or to transfer to four year colleges as juniors.

The Gallup Branch Community College is: (1) responsive to the educational needs and makeup of its service area; (2) willing to assume leadership responsibility for any kind of occupational training which can usefully serve the residents of the community; and (3) develop and maintain a collegiate program sufficiently flexible to adjust to these particular needs.

Mission and Goal

The mission and goal of the Gallup Branch Community College reflects the primary mission of the University of New Mexico, as delineated in the COUP Report, "...to establish a nationally renowned

institution of higher learning..." serving "...the citizens of the State of New Mexico by offering educational programs of excellence to all those of determined interest and ability in higher education."

In keeping with the spirit of the COUP Report, the Gallup Branch Community College extends the University's store of human and technical resources by offering a variety of educational services fostering the culture and welfare of the people, based on their real needs.

To implement this primary mission and goal, the Branch Community College, together with the administration of the University of New Mexico, is pledged to a continual reassessment of its own structure and operation, of which this report is a part. Special attention will be given to educational priorities, optimal size of the branch as well as its component parts, effectiveness of function, communication between all sectors at all levels, and the nature and quality of its services to the students, the community, and the State, within the context of available resources.*

Objectives

1. Transfer Education: To provide the first two years of college instruction for students planning to transfer to four year collegiate institutions.

2. Technical and Vocational Education: To provide:

   a. Pre-employment training for persons preparing to enter an occupation, and

   b. Other courses designed for retraining or occupational advancement for persons already employed.

3. General Education: To provide:

   a. Indirectly in all courses, and directly in specific courses, those experiences which will lead to the development of a broadly educated person who has a grasp of the interrelationship of knowledge fields; and who is able to think effectively, communicate thought, make relevant judgments, discriminate among values, and make appropriate applications.

   b. Two full years of general education leading to an Associate of Arts Degree.

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*The University of New Mexico Regents' Committee on University Planning, September 1975, p. 10.

4. Preparatory and Developmental Education: To provide each individual, who is a graduate of an approved high school, or equivalent, the opportunity to make up scholastic or subject deficiencies in his educational background.

5. Community Services: To provide, through credit and non-credit courses, opportunities to enrich community living; to increase and improve the participation of citizens in the affairs that affect them; to release the potentials of adults as wage earners, as creative beings, and as social individuals; and to emphasize the importance of individual excellence.

6. Counseling and Guidance: To interpret the educational programs of the College to the students; to encourage the students to select goals and undertake programs consistent with their abilities; and to provide opportunities for students to receive assistance with their educational or personal problems. Students will be referred to other agencies where services are required beyond those available with the Branch Community College District.

All of these objectives are to be realized within an atmosphere conducive to the highest aims of education, contemplation, insight, perception and understanding.*

BRANCH COLLEGE PROFILE

Programs

New Mexico law 73-30-17 requires that all branch community colleges offer a program equivalent to the first two years of a regular undergraduate college program. The law also states that they "may include organized vocational and technical curricula of not more than two years' duration designed to fit individuals for employment in recognized occupations."

The Gallup Branch Community College offers the first two years of general collegiate education that is transferable to four year institutions. In addition, the branch now offers three terminal programs leading to Associate of Arts (AA) Degrees (two year degrees), and preparing students for specific occupational fields; 1) The Nursing Program leads to an AA plus licensure as a Registered Nurse, 2) Physician's Assistant Program, available to Native American students, and 3) Elementary Education Program, available to Native American students who are teacher aides.

Other AA programs are to be offered soon. An AA Degree in Secretarial Office Practices has been approved and will accept students in the fall of 1976. An AA Degree in Recreation has been formulated and

*The University of New Mexico Regents' Committee on University Planning, September 1975, p. 10.

submitted; approval is expected soon. An AA Degree in Technical Business is presently being formulated and will soon be submitted for approval. Also under consideration is a Hotel-Motel curriculum.

In addition to the programs already mentioned, the Branch offers several community service programs. An Alcohol Related Offense program has been organized in cooperation with the Municipal Judges in Gallup. At the completion of the program, students are awarded a certificate of completion which is then presented in court. All indications point to a successful program.

Other community programs that have been offered include: 1) Letter Writing Workshop, 2) Basic Grantsmanship Workshop, 3) Role of the Counselor, 4) Counseling Techniques, 5) Special Counseling Problems, 6) Management Concepts, 7) Small Business Taxes, 8) Marketing, 9) Accounting. Also, the Branch College is cooperating with the city of Gallup to establish a Community Band program for students from grade six through adults.

Relationship of Branch Programs to UNM Programs. The University of New Mexico offers, at its main campus in Albuquerque, some 685 lower division (100 and 200 levels) courses. The Gallup Branch Community College does offer, or has in the past offered, 226 of these courses. In addition, the Branch offers 24 courses in its Physicians' Assistant Program that are not offered at the main campus. Of the 226 courses offered at the Branch, 141 are 100 level and 105 are 200 level courses.

In some specific areas the Branch has some fairly complete offerings of courses at the 100 and 200 levels. These areas include Physical Education (courses not requiring large, indoor facilities), Business Education, English, Geology, Math & Statistics, American Indian Languages, Music, Philosophy, Physics, Political Science, and Speech Communication.

Enrollment

The Gallup Branch Community College is now in its eighth year of operation. Annual enrollment figures indicate a steady growth in the student population (Table 6).

TABLE 6

GALLUP BRANCH COMMUNITY COLLEGE:
ENROLLMENT HISTORY DATA

SEMESTER	HEAD COUNT	F.T.E. *	YEARLY F.T.E.
1972-73			
Summer	245	80	
Fall	496	170	
Spring	547	186	218
1973-74			
Summer	426	135	
Fall	610	190	
Spring	580	180	252
1974-75			
Summer	533	182	
Fall	881	305	
Spring	861	305	396
1975-76			
Fall	914	354	

* Full Time Equivalent

The population of McKinley County is 61% Indian. This ethnic group is only slightly less represented in the Gallup Branch Community College student body (Table 7).

TABLE 7

GALLUP BRANCH COMMUNITY COLLEGE: NUMBERS AND PERCENTAGES OF INDIAN AND NON-INDIAN STUDENTS

SEMESTER	TOTAL STUDENTS	NON-INDIAN STUDENTS	INDIAN STUDENTS	PERCENTAGE OF INDIAN STUDENTS
1970-71				
Summer	95	51	44	46%
Fall	357	213	144	40%
Spring	360	180	112	41%
1971-72				
Summer	250	101	149	59%
Fall	418	253	165	40%
Spring	398	233	165	41%
1972-73				
Summer	244	217	153	58%
Fall	496	303	193	39%
Spring	556	289	267	48%
1973-74				
Summer	426	100	326	77%
Fall	610	290	320	53%
Spring	580	290	290	50%
1974-75				
Summer	533	156	377	70%
Fall	881	412	469	53%
Spring	861	351	510	59%

Enrollment Projections

The Gallup Branch Community College has shown consistent and steady growth since its establishment in 1968 as a branch of the University of New Mexico. The annual rate of growth for the branch averaged 30%.

TABLE 8

GALLUP BRANCH COMMUNITY COLLEGE ENROLLMENT

Year	Head Count	F.T.E.*	% Growth
1969	240	80	--
1970	276	101	27.9%
1971	422	128	26.7%
1972	460	170	32.8%
1973	610	190	11.8%
1974	864	305	60.5%
1975	914	354	16.7%

*F.T.E. - Full Time Equivalent

The Gallup Branch is expected to continue to grow over the next several years. This growth should take three separate forms:

1. The first growth the branch will experience will be growth due to an increased knowledge that the branch exists and of the programs it offers, and an increased interest in the branch and its programs by the citizens of McKinley County. Unfortunately, there are still many residents of the district who are not aware of the existence of the branch and the programs and courses it offers. As the awareness of the branch and its programs increases, interest will also increase, which will result in a growth in student population.

2. The second area of growth will be based on an increase in population. As the number of people living in McKinley County grows larger (see page 12), the number of people desiring local postsecondary schooling will also grow larger, especially since many of the new exceptional growth residents will be technicians with needs for continued inservice education.

3. The third area in which the Gallup Branch will show growth will be due to an increase in course offerings, programs and facilities. As new programs and more courses are made available, more people will be interested in attending the branch. As new facilities are added, more space is made available for existing courses and programs, as well as for new courses and programs, and again more people will attend the branch.

The next logical step is to make enrollment projections for the Gallup Branch Community College. Keeping in mind the factors just discussed, the projections should therefore be stated in the form of a numerical range.

Let us first assume minimums, i.e., a minimum growth due to increased interest; a minimum growth due to increased population; and a minimum growth due to the introduction of new courses, programs and facilities.

Let us assume, as a bottom line, that growth due to Area 1, increased interest, is at a leveling off point, and that enrollment increases due to this factor will be only 10% per year through 1980, and 5% from 1981 to 1985 as opposed to the 30% average that has been occurring. Let us assume the minimum figure for Area 2, population growth of McKinley County (see page 11), and let us assume no new programs or facilities, Area 3. Based on these considerations, enrollment projections for the Gallup Branch are as follows:

TABLE 9

PROJECTED ENROLLMENT - MINIMUM FIGURES

	Increase in Number of Students (FTE)				
YEAR	Area 1	Area 2	Area 3	Total	Enrollment Projections
1975	-	-	-	-	354*
1976	35	6	-	41	395
1977	40	6	-	46	441
1978	44	7	-	51	492
1979	49	8	-	57	549
1980	55	7	-	62	611
1981	31	5	-	36	647
1982	32	3	-	35	682
1983	34	3	-	37	719
1984	36	3	-	39	758
1985	38	3	-	41	799

* Base figure equals Fall, 1975 enrollment (FTE)

Therefore, assuming only minimum increases in the three areas of growth, we can forecast a FTE enrollment in 1980 of 611, and in 1985 of 799.

Now let's assume the maximum: a maximum growth due to increased interest; a maximum growth due to increased population; and a maximum growth due to the introduction of new courses, programs and facilities.

For Area 1, let's assume twice as much growth as used in the first set of projections--20% growth through 1980, and 10% growth for 1981 through 1985. Let's assume the maximum projected population for McKinley County for Area 2 (see page 12). For Area 3 we will assume the addition of several new programs, several new courses and the new facilities to house these programs and courses. Based on these considerations, our maximum enrollment projections are as follows:

TABLE 10

PROJECTED ENROLLMENT - MAXIMUM FIGURES

	Increase in Number of Students (FTE)				
YEAR	Area 1	Area 2	Area 3	Total	Enrollment Projections
1975	-	-	-	-	354
1976	71	8	-	79	433
1977	87	8	22	117	550
1978	110	9	4	123	673
1979	135	9	5	149	822
1980	164	8	27	199	1021
1981	102	7	7	116	1137
1982	114	6	8	128	1265
1983	127	6	30	163	1428
1984	143	5	10	158	1586
1985	159	6	11	176	1762

With our maximum projections we show an enrollment (FTE) of 1,021 for 1980 and 1,762 for 1985.

The third and final step of this procedure is to derive a reasonable enrollment projection based on the above minimum and maximum projections. (As one process, the two sets of figures could be averaged. If this were done enrollment (FTE) for 1980 would be 816, and 1,281 for 1985). Instead of averaging, however, it was assumed that a better estimate of enrollment could be projected by assuming selected growth rates.

For Area 1 a 15% growth increase was assumed due to increased interest through 1978; a 10% growth from 1979 to 1982; and a 5% growth for 1983 to 1985. For Area 2 it was assumed that the increase in the population of McKinley County would be an average of the low and high population projections (see page 12). For Area 3 it was assumed that several new courses, plus the facilities to house them, would be added to the Gallup Branch Community College. A reasonable enrollment projection then seems to be (see Figure 6):

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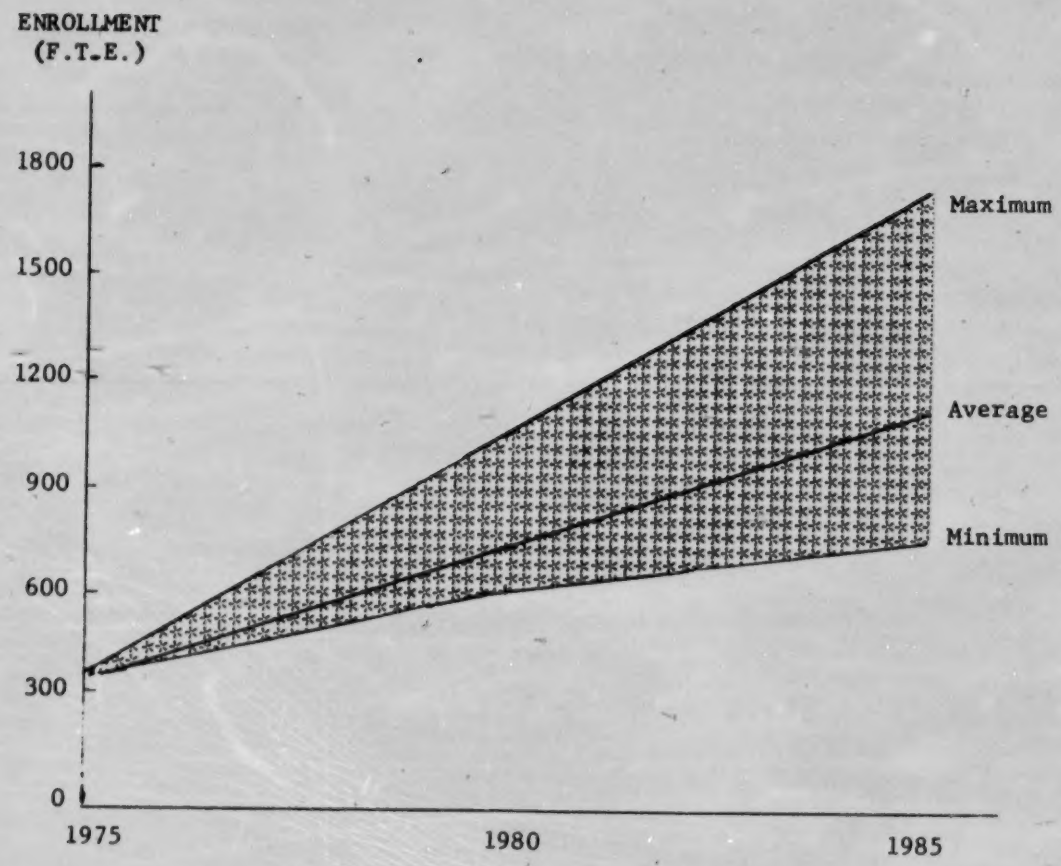

FIGURE 6

ENROLLMENT PROJECTIONS: 1975 THROUGH 1985; MINIMUM, MAXIMUM, AND SELECTED GROWTH RATES FOR THE GALLUP BRANCH COMMUNITY COLLEGE

TABLE 11

PROJECTED ENROLLMENT BASED ON SELECTED GROWTH RATES

Increase in Number of Students (FTE)					
YEAR	Area 1	Area 2	Area 3	Total	Enrollment Projections
1975	-	-	-	-	354
1976	53	7	-	60	404
1977	61	7	20	88	492
1978	74	8	5	87	579
1979	58	8	5	71	650
1980	65	7	6	78	728
1981	73	6	29	108	836
1982	84	5	8	97	933
1983	47	5	9	61	994
1984	50	4	9	63	1057
1985	53	4	9	66	1123

These enrollment figures reveal a FTE student population of 728 for 1980 and 1123 for 1985. These are not far from the first process averages of 816 and 1281 respectively.

From all the preceding discussion it is reasonable to assume that the Gallup Branch Community College will show in the future a similar growth pattern to that which it has experienced in the past. Plans need to be made to meet the needs of projected enrollment increase by providing courses, programs, services, facilities, etc., relevant to the needs of the citizens of McKinley County.

Faculty

The faculty of the Gallup Branch Community College is mostly employed part-time, although there are eight full-time instructors. The part-time faculty numbers about twenty. Most of the part-time faculty are also teaching full-time in local elementary or high schools.

The Satellite Program

A unique feature of the Gallup Branch Community College operation is the satellite program, an integral part of the community college function. Good roads, usable year round, are not plentiful, especially to a substantial portion of reservation areas of McKinley County. Distances are great from a large segment of the county to the city of Gallup. Both of

these factors, as well as economic considerations, make it desirable to take classes to students living in the outlying areas, rather than to have people from these outlying areas come to Gallup to attend classes.

In the Fall Semester of 1975, seventeen classes were being offered at four satellite locations: Crownpoint, Ramah, Thoreau, and Zuni. Satellites have also been offered at other locations in the past. Wherever enough interest is generated to conduct a class at a possible satellite location, every effort is made to have the class conducted there.

The Learning Resources Center

The Gallup Branch Community College Learning Resources Center had a collection of 8,717 volumes and 7,521 titles in its book collection as of June 30, 1972. Approximately 300 titles have been added each month since that inventory was taken so that the present inventory approximates 20,000 volumes. In addition to the basic book collection, the Center subscribes to 150 periodicals; back issues are available or are being procured for 10 or more years. Microfilm readers and a reader printer are provided for student use.

Reference service is available by professional or semi-professional personnel 12 hours a day during those periods when classes are in session. Inter-library loan requests are transmitted by a TWX machine to any academic library and many public libraries in New Mexico, as well as to libraries in West Texas and Oklahoma which are members of the Southwest Academic Library Consortium. (Loan requests from these libraries are also received via TWX.) Photocopying service is available for a minimal fee.

The audiovisual section of the Learning Resources Center provides and maintains projection and auditory equipment for classroom use. The collection of audio tapes, records, film strips, slides, transparencies, and maps and charts, is growing rapidly. Tape players and recorders are available for student checkout; other equipment may be used in the library. A tape duplicating service provides tapes for student checkout, as well as copies of the student tapes at no charge. A dry mount press is utilized for picture, poster, and map mounting and lamination. Original instructional materials are produced; a transparency maker is available, a collection of film and audiovisual software catalogs is maintained and film requests are processed through the Center. Future plans for the audiovisual lab include slide making and mounting, equipping the dark room, classes in photography, and workshops in the use of audiovisual equipment and production of materials. Consideration is being given to the implementation of television usage and production; equipment is needed for these purposes. Needs of the Learning Resources Center include a variety of pieces of equipment as well as a conference and a student typing room.

Counseling Services

The Counseling Office of the Gallup Branch Community College offers the following services:*

Academic Counseling: assisting the student in identifying the requirements for specific degree programs and advising him/her on what can be obtained at this institution and at what point a transfer should be initiated; or assisting the student in identifying re-requirements for two year programs offered here.

Service to students who do not necessarily have a degree program in mind but who are in the process of exploring subject areas or enriching their background is also given.

Financial Aid: Financial needs analysis on students applying for financial aid is done in the counseling office. Once this process is completed the student can be informed if he/she is eligible for various types of aid.

Information on scholarships, loans and grants is disseminated as it comes in and assistance is provided in obtaining the same.

Veterans are also assisted in applying for benefits which include tutoring services as well as basic educational costs.

Testing: Testing is done for the branch on a group basis (screening for English, Nursing, etc.) and on an individual basis as well. Statistics taken from the testing is compiles and shared with those concerned.

Career Counseling: A limited amount of career counseling and placement is done at this time, however, the branch is in the process of developing approaches and materials for a proposed Career Mini-Center to be housed at the Branch in the Learning Center, and envision that career counseling will soon be greatly expanded.

*Source: Memorandum from Donna Parra, Counselor, to the Director of the UNM Gallup Branch Community, dated November 25, 1975.

Recruiting: Visits throughout the area are made with the purpose of recruiting prospective students for the branch. This includes students who may wish to enroll on a concurrent basis or on regular status.

Finances

The finances concerning the Gallup Branch Community College are discussed in two sections: Operating Budget and Capital Outlay Finances.

The 1975-76 operating budget of the Gallup Branch Community College. Estimated revenues specified in the budget are:

INSTRUCTION AND GENERAL			
Tuition and Fees	$188,300		
Other Revenue Sources	12,000		
Gov't Grants and Contracts	71,000		
Gov't Appropriations	334,700		
Other Sources	1,000		
I&G Transfers and Balances	(13,000)	$594,000	
STUDENT AID GRANTS AND STIPENDS		6,000	
STUDENT SOCIAL AND CULTURAL DEVELOPMENT		6,000	
PUBLIC SERVICE		125,000	
TOTAL ESTIMATED REVENUE			$731,000

Estimated expenditures specified in the budget are:

INSTRUCTION		
General Academic Instruction	$205,853	
Summer Session Instruction	27,000	
Title III Restricted Instruction	28,815	
Federal Work Study - Restricted	185	
Unrestricted Nursing Instruction	63,147	$325,000
ACADEMIC SUPPORT		
Library	39,679	
Continuing Education	8,061	
Federal Work Study	4,000	
Restricted Funds-Federal	5,000	
Fringe Benefits	5,260	62,000
STUDENT SERVICES		
Counseling and Career Guidance	34,621	
Work Study-Federal	4,440	
Title III-Student Services	13,560	
Fringe Benefits	4,379	57,000
INSTITUTIONAL SUPPORT		
Director's Office	76,554	
Work Study-Federal	375	
Title III-Institutional Support	13,625	
Fringe Benefits	8,446	99,000
OPERATION AND MAINTENANCE OF PLANT		
Physical Plant	48,213	
Work Study	1,000	
Fringe Benefits	1,787	51,000
STUDENT SOCIAL AND CULTURAL DEVELOPMENT		
Student Activities	6,000	
Navajo Youth Project-Restricted	125,000	131,000
TRANSFER TO STUDENT AID		6,000
		$731,000

A January 13, 1975 chart prepared by the Board of Educational Finance reveals that the expenditures per FTE in 1973-74 at the Gallup Branch Community College were the second lowest of all of the State's branch community colleges; and, that the Gallup Branch Community College has retained this rating in the estimated expenditures for 1974-75 and those projected for 1975-76. (see Appendix F). The branches and their expenditures per FTE for 1973-74 have been abstracted from the Board of Educational Finance chart and presented in Table 12.

It should be noted that some of the estimated grant income has not been received to date, and, therefore, expenditures are being reduced accordingly. Unless the grant money is received within the next couple of months this will reduce the income and expenditures stated above by roughly five percent.

Capital Outlay Finances

To date, capital outlay funds have been spent on two buildings. A few thousand dollars has been spent for remodeling the former Lions Club building. Funds from this remodeling came from funds other than bonding. The amount of $705,000 was spent to build the Branch Community College's second building, Gurley Hall. There were two sources for this revenue. The first source was a bond issue passed in the amount of $505,000, a four year bond of which $269,927.75 has been paid off, with a remaining debt of $235,072.25 (as of October 31, 1975). The bonds will be retired in two more years. The second revenue source was student funds, on the basis of one dollar per credit hour fee; at the present, this is generating $13,000 a year; $179,362.54 still remains to be paid off.

The latest County Assessor's Report lists the assessed valuation of McKinley County at $87,824,654. The bonding capacity of a branch community college is 30 mills (.030). In the case of the Gallup Branch Community College, bonding capacity equals bonding leeway. Even though the Branch has a bonded indebtedness of $235,072.25, because this debt is part of a bonded indebtedness which was incurred under a former law which limited indebtedness to 3 mills (.003) and a new law extends the old debt from bonding leeway considerations; hence, the Branch is authorized to incur an additional indebtedness by passing one or more bond issues up to the amount of $2,634,740.

College Facilities

Figure 7 depicts the present campus of the Gallup Branch Community College. The site, which is somewhat irregular in shape and in topography, contains over 60 acres, most of which was donated to the University of New Mexico by Mr. and Mrs. Clair Gurley, and a lesser portion was contributed by the Lions Club of Gallup.

The site presently contains two structures: (1) the remodeled former Lions Club building, and (2) a new University structure.

TABLE 12

TWO-YEAR COLLEGE EXPENDITURES
PER FULL-TIME ENROLLMENT (FTE)

INSTITUTION	1973-74 ACTUAL EXPENDITURES PER FTE	1974-75 BUDGETED EXPENDITURES PER FTE	1975-76 PROJECTED EXPENDITURES PER FTE
Dona Ana	$1,483	$2,041	$1,826
Roswell	1,465	1,431	1,640
Grants	1,532	1,351	1,561
El Rito	1,386	1,782	1,532
Carlsbad	1,014	833	1,388
San Juan	1,080	1,287	1,346
Clovis	1,154	1,228	1,142
Gallup	891	812	1,112
Alamo	956	978	1,111
Northern	859	778	1,071
NMJC	1,724	1,939	2,494

Source: "Two-Year College Expenditures Per/FTE," BEF, 1-13-75.

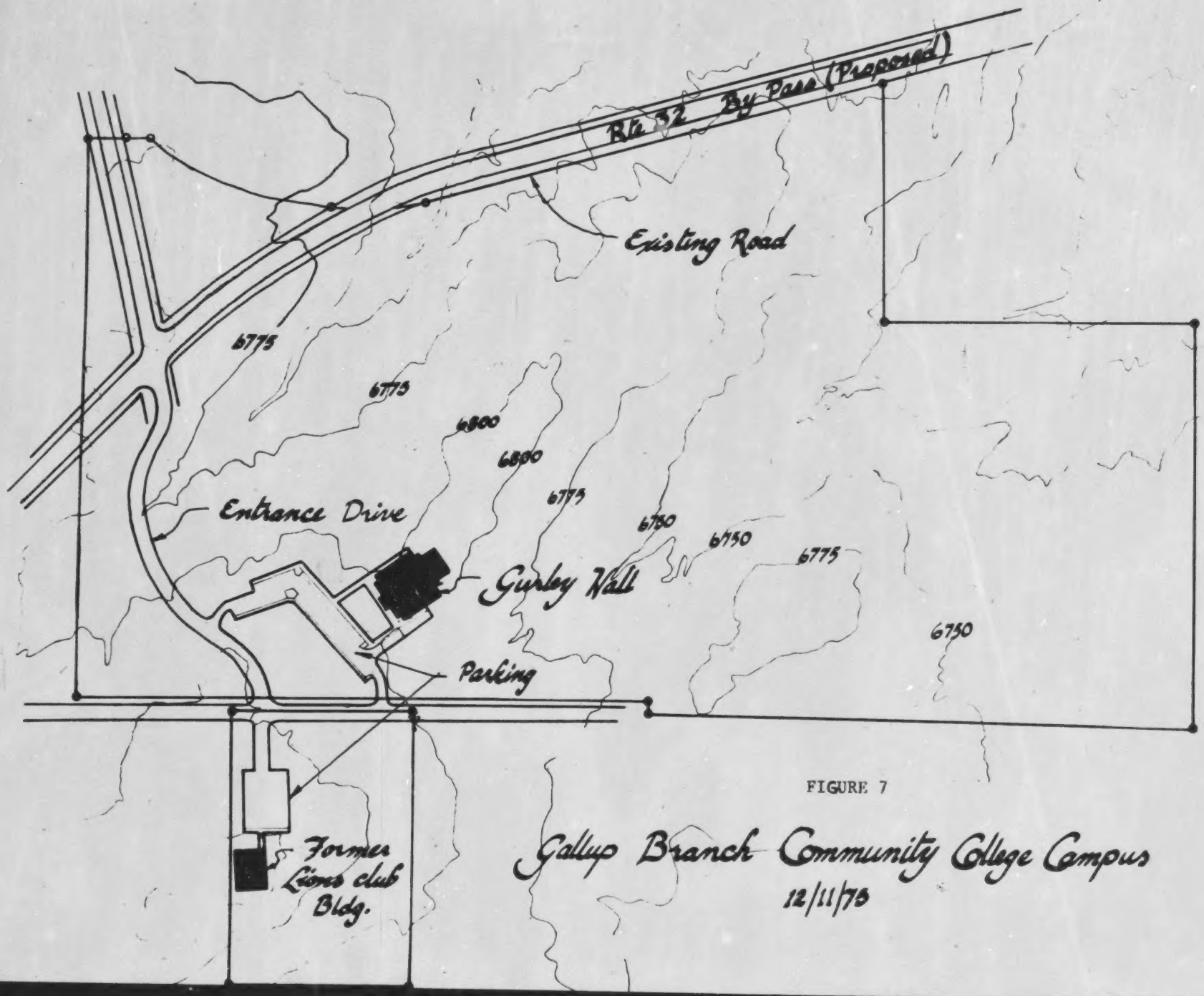

FIGURE 7

Gallup Branch Community College Campus

12/11/75

The former Lions Club building contains 5,000 square feet of floor space and is currently being remodeled; it will be completed by Fall, 1975 and contain:

(1) Regular classrooms (2)
(2) Bookstore
(3) Business Office
(4) Community Service Office
(5) Continuing Education Office
(6) Office for Health, Physical Education and Recreation

The new University structure, Gurley Hall, was completed in 1974 and houses:

(1) Administration
(2) Counselors' office
(3) Media Center
(4) Science Laboratories (2)
(5) Regular Classrooms (3)
(6) Lecture Hall (60 seats)
(7) Audiovisual Preparation Room

This building contains 16,400 square feet of floor space and was designed for expansion.

The site has been analyzed by the University of New Mexico Architect's Office as to the placement of a new road along the northern boundary (shown in Figure 1 as the "Route 32 Bypass"), platted proposed residential areas lying adjacent to the site on the west, utilities, and possible locations for the placement of buildings, athletic field, etc. These studies are in a very preliminary stage. The Route 32 Bypass should be completed in one to three years.

Additional facilities are used at satellite sites. The facilities used for satellite classes are almost exclusively public school facilities, usually school classrooms and occasionally a school library. These are the facilities most readily available and most suited for satellite classes.

One program class attended by students enrolled in the Physicians Assistant Program is instructed in the Gallup Indian Medical Center.

STUDENT QUESTIONNAIRE RESULTS

High School Seniors

Student questionnaires were prepared by the UNM graduate students and project staff and distributed in packets to the principal of every high school (public, private, parochial, Bureau of Indian Affairs, etc.) in McKinley County. Instructors in the schools asked every high school senior to answer all of questions listed in the questionnaire. Completed questionnaires were then collected and returned to BOEPAD. UNM students and the project staff then compiled the results, a completed set of which are presented in Appendix C.

The more pertinent information secured from these high school senior questionnaires are summarized below:

1. A total of 580 (about 50% of the high school seniors in McKinley County) responded to the questionnaire.
2. 73% indicated a desire for some form of postsecondary education (3 out of 4 students).
3. 78% felt that people needed at least some postsecondary education (3 out of 4 students).
4. 81% said they hoped to earn some sort of degree or diploma at the postsecondary level (4 out of 5 students).
5. 1/2 said they would prefer to attend college part-time (1 out of 2); 1/2 said they would prefer to attend college full-time (1 out of 2).
6. 31% wanted regular college classes (1 out of 3).
7. 22% wanted business courses (1 out of 5).
8. 14% wanted nursing or medical technology (1 out of 7).
9. 22% wanted vocational (1 out of 5).
10. 68% indicated a need for financial assistance (2 out of 3).
11. Only 4% planned on going to the Branch (1 out of 25).

Branch College Students

Simultaneously packets of a different questionnaire were mailed to the Gallup Branch Community College and distributed through classrooms to all currently enrolled students. The completed questionnaires were returned to BOEPAD and compiled and interpreted by UNM students and

project staff members; a completed set of the results are presented in Appendix D.

The more pertinent information secured from these Gallup Branch Community College student questionnaires is summarized below:

1. A total of 312 students responded; this represented 33% of the student body.
2. 82% were 20 years of age or older (4 out of 5).
3. 62% were 25 years of age or older (1 out of 4).
4. 38% were 30 years of age or older (1 out of 3).
5. 72% attended part-time (2 out of 3).
6. 18% already held college degrees (1 out of 5).
7. 57% wanted more regular courses (1 out of 2).
8. 31% wanted the addition of business courses (1 out of 3).
9. 24% wanted the addition of vocational courses (1 out of 4).
10. 35% wanted more AA programs (1 out of 3).
11. 86% wanted to see the addition of recreational or social activities (4 out of 5).
12. 65% chose the branch because it was close to home (2 out of 3).
13. 86% of the present students said they would take more courses if they were offered at the location they attend (4 out of 5).

These questionnaires should provide the Branch College with useful base line data for future comparative studies.

CHAPTER IV

SUGGESTIONS AND RECOMMENDATIONS

Initial chapters of this report were devoted to presenting data and information collected and developed by project staff. Serious effort was expended to provide prospective readers with material believed essential to gain reasonable knowledge of the Gallup Branch Community College, i.e., characteristics of its enrollment district; of its parent university, the University of New Mexico; and other materials relative to understanding the branch-junior-community college movement in New Mexico.

In this final chapter project staff has attempted to draw broad interpretations from data and information collected and analyzed, and to recommend broad-scale courses of action. The staff also has attempted to identify essential elements to guide continuing development and strengthening of community college education in McKinley County. Staff deliberations have concentrated on the following areas of concern:

- The Role of Branch Community Colleges.
- The Growth and Development History of the Gallup Branch Community College.
- The Gallup Branch Community College Master Plan for Guiding the Growth of the College.

THE ROLE OF THE GALLUP BRANCH COMMUNITY COLLEGE

New Mexico law establishes the general role of branch community colleges (see Appendix E):

> 73-30-17. Branch community college educational program and enrollment defined.--Branch community college educational program for the purpose of Sections 73-30-17 through 73-30-28 NMSA 1953, includes the first two years of college education and may include organized vocational and technical curricula of not more than two years' duration designed to fit individuals for employment in recognized occupations, or both of the above.

The philosophy, goals, and program of the parent university, the University of New Mexico, and of the Branch itself, also give structure to the role of the Gallup Branch Community College (Chapters II and III). Finally, two proposals--one now being considered by appropriate UNM groups, and another starting to be developed in a BEF two-year postsecondary education study, will further delineate the role of branch community colleges.

From the research, it is clear that the role of the Gallup Branch Community College is the same as that of most U.S. junior and community

colleges, a role comprehensive in nature; and, in general, divisible into four broad areas of responsibility:

1. A two year college transfer component.
2. A community service component.
3. An avocational education component.
4. A terminal education component.

THE GROWTH AND DEVELOPMENT HISTORY OF THE GALLUP BRANCH COMMUNITY COLLEGE

The Gallup Branch Community College was established in 1968. The physical plant now encompasses sixty acres of land and two buildings; soon it will have other new facilities. Its student enrollment (FTE) has grown from 117 in 1970, to 396 in 1974; enrollments should reach 616 in 1976 and then continue to rise. The number of 100 and 200 level courses offered to date totals 250; this compares with about 670 similar courses being offered at the main UNM campus each year. Programs have expanded to include not just the first two years of regular undergraduate college transfer work but also three Associate of Arts degree programs (with two more to be implemented soon), counseling and guidance services to students, and some community service endeavors (see Chapter III).

Ethnically, the College's student body proportionately represents the people of its district. Close to 60% of its students were Native American Indians in the Fall 1975 semester (see Chapter III).

The parent institution relationship between the Gallup Branch Community College and the University of New Mexico has progressed steadily and favorably. The University services the Branch with a reasonable level of support and is beginning to seek methods and procedures to strengthen Branch operations by freeing the Branch of some of the bureaucratic procedures of the parent institution. The relationship appears to be secure and increasing in mutual value to both institutions.

THE ACADEMIC PLAN FOR GUIDING THE FUTURE GROWTH AND DEVELOPMENT OF THE GALLUP BRANCH COMMUNITY COLLEGE*

Student Body

Within ten years the student body is anticipated to triple in size. As community services and terminal programs increase in number and variety, the average age of students will likely rise. The proportion of males to females should remain about equal, and the proportion of Indian to non-Indian will likely remain about the same as at the present time or perhaps

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*An architectural master campus plan would be an appropriate extension of this academic master plan; together the academic and architectural master plan should form the Gallup Branch Community College Master Plan.

decrease slightly as the Anglo population of McKinley County grows in response to industrial expansion.

Personnel

As the student body increases in size, and courses and programs increase in number, the number of faculty members, the number of full-time faculty, and the number of faculty commuting from Albuquerque will all increase. As the Branch continues to develop, it will attract a better educated faculty.

To the degree that the Branch grows and the satellite system is supported, the number of administrative staff members will rise proportionately.

As the Branch is given opportunity to become self-sufficient, support services increasingly will be housed in McKinley County rather than in Albuquerque, and support staff will increase in number and in variety of work assignments.

As the staff increases and employee turnover changes are made, greater effort needs to be exerted to employ Native Americans at all levels of staffing.

Educational Programs (See Figure 8)

Four programs presently are offered and should continue to be offered:

1. Two year college transfer.
2. Associate of Arts Degree in nursing.
3. Associate of Arts Degree physician's assistant.
4. Associate of Arts Degree in elementary education.

Three programs are in the process of becoming approved; these should be offered as soon as possible:

1. Associate of Arts Degree in secretarial office practices.
2. Associate of Arts Degree in recreation.
3. Adult basic education.

Two programs are under serious consideration; these should be offered as soon as possible:

1. Associate of Arts Degree in technical business (a general job-entry program).
2. Hotel-motel industry.

The planning of additional and expanded programs should receive early attention. These include:

FIGURE 8

A. PRESENTLY OFFERED PROGRAMS

Two Year College Transfer	Community Service	Avocational	Terminal Education
226 of the 685 lower division courses offered at the Albuquerque Campus, UNM, have been offered at the Gallup Branch Community College	Alcohol Related Offense Program Workshop in: Counseling Management Concepts Marketing Accounting Taxes	Letter Writing	Associate of Arts Degree in Nursing Associate of Arts Degree Physician's Assistant Associate of Arts Degree Elementary Education

B. UNDER CONSIDERATION OR PLANNED PROGRAMS

Offering an increased number of lower division courses	BIA Career Center		Associate of Arts Degree in Secretarial Office Practices Associate of Arts Degree in Recreation Associate of Arts Degree in Technical Business Hotel-Motel Curriculum

C. AREAS FOR FUTURE CONSIDERATION

Continuing to increase the number of lower division courses offered	Workshops based on needs and interest of McKinley County residents, businesses, agencies, etc. with a special emphasis on communications, electrification, and transportation problems of the rural people	A wide variety of short and long term programs for upgrading personal skills, stimulating creativity, providing enjoyment, recreation, social development, etc. with special emphasis on personal development Emphasis should be placed on native arts and crafts and the humanities	Vocational-Technical Programs in: Construction skills Auto Mechanics Sales Management & Retailing Bookkeeping Surveying Welding Medical Technology Home Health Assistant Other programs which address the fields of: Transportation, Electrification, Communication, and creation of small businesses

1. Two year college transfer (expand the program).
2. Construction trades (plumbing, refrigeration, welding, carpentry, and electricity).
3. Automotive (auto mechanics, auto body repair, and diesel mechanics).
4. Medical and health related areas (medical secretary, medical records keeping, laboratory technology, etc.).
5. Avocational (a non-credit program; providing what the community needs and wants for both Indian and non-Indian populations).
6. Government training (inservice education, supervisory training, equipment repair, record keeping, finances, etc.).
7. Sales management and retailing (including bookkeeping).

Creation of Institutes

The Gallup Branch Community College should create several institutes to specialize in training and education of specialized groups. The institutes would attract the district's larger employers into supporting and utilizing the Branch College, whereas presently employers either conduct their own inadequate training and education programs, or send their employees to other cities and states for training and education. The program of the institutes would be drawn from the composite program of the Branch College. Among the numerous institutes which might be considered, four are recommended:

1. Government Employees Career Development Institute.

   This institute should present programs leading to job entry, promotion, job satisfaction, and job transfer. The program should attract federal (Bureau of Indian Affairs, Public Health Service, etc.), state (New Mexico Highway Department, New Mexico Game and Fish Department, etc.), and local (city and county government, public schools, etc.) employees and agencies. Lay and paraprofessional programs should be offered.

2. Technical-Vocational Education Institute.

   This institute should be the forerunner of an area vocational school. Operation of the technical-vocational programs of the Branch College through an all encompassing technical-vocational institute should strengthen the ability of the Gallup Branch Community College ultimately to be formally designated as one of New Mexico's area vocational schools. This would greatly improve the funding base of the Branch College, and make technical-vocational programs and facilities available to McKinley County residents at the lowest possible cost.

3. Community Services Institute.

   This institute is needed to call special and continual attention to the role the Branch Community College could play in the development of Gallup and other branch community college district communities. An active institute could increase Branch Community College enrollment and considerably benefit community satisfaction and growth.

4. Native American Indian Institute.

   Establishment and generation of this institute would assure Indian students (and the Branch Community College) that the College was recognizing responsibility to meet the needs and interests of Indian and non-Indian students alike.

Support Services

As the student body increases in size and the program increases in variety and number of courses and programs offered, services must increase in scope, nature, and convenience.

Services presently offered by the Gallup Branch Community College include:

1. Basic student guidance and counseling. (This program soon will require a second counselor; a Navajo should be recruited.)

2. Some community service programs. (These programs need to be expanded in response to community need. Input from one or more community advisory groups is needed.)

The following service is in the process of being approved:

Establishment of a BIA Career Center. (The Bureau of Indian Affairs employs thousands of people in Gallup and nearby Reservation areas. Many inservice and upward bound career activities are needed for BIA workers in the fields of communication, transportation, office and clerical, finance, education, health, etc. Considerable effort should be expended to meet this need.)

Educational Delivery System

The educational delivery system which has been initiated will be expanded and strengthened. The main campus at Gallup will continue to develop and conduct new programs, enroll more students, and construct new facilities. Satellite centers will expand programs with selected, albeit minimum, permanent college facilities. As enrollments grow, satellites

will need to utilize more local high school facilities than they do at present. The majority of the faculty will continue to be part-time employees who are residents of McKinley County.

The Gallup Branch Community College campus will grow and become a traditional southwestern-appearing community college campus. As an architectural master campus plan is developed and buildings are designed and constructed to aesthetically and functionally fit on the existing hilly terrain, the number of campus structures will increase to include many more than the existing two structures.

Maintenance and improvement of the satellite centers is an essential component of the educational delivery system of the Gallup Branch Community College. Most of the people living in rural McKinley County are from low income, poverty-level, families. In these areas the unemployment rate is very high--often about 25%. Individual students cannot afford $500 to $800 per year to drive from home to college in Gallup; they should be able to commute to and from college for no more than $100 to $200 per year (see Appendix G). This means that satellites need to offer a wide variety of courses. It also means that local satellite areas need to keep local people informed of the availability of their satellite college programs and of the transferability of credits earned therein. Early efforts will need to be expanded to include Native American teachers and administrators in some of these satellite operations.

BRANCH COLLEGE FACILITIES

Gallup Campus

Considerable progress has been made to create a campus for the Gallup Branch Community College. A large site has been secured at very low cost. The former Lion's Club building has been converted to serve college functions; the first permanent college building has been completed; and funding soon will be available for more. Some preliminary site utilization studies are in progress.

Following distribution of this report, an architectural master campus plan needs to be prepared by the University Architect. Such plan should provide for functional facilities which are flexible and often multipurpose, and which would include residential accommodations containing social and recreational facilities and student study spaces. Population projections, enrollment projections, and program development requirements all clearly point to a need for a variety of additional facilities. Such facilities should be built as rapidly as funds become available. Some facilities could be constructed using funds already appropriated by the 1975 Legislature. Priority should be given to community service and terminal education facility related needs, e.g., secretarial office practices, technical business, and hotel-motel programs.

The temporary facilities which are made available to the Branch Community College at satellite locations often are inadequate and

non-conducive to effectively support instruction and learning; therefore, it is believed that a limited size permanent facility should be constructed by the Branch Community College at each satellite location. Only part of the instruction at each satellite needs to take place in this permanent facility; much of the instruction can continue to be offered in the facilities of other public or private school systems. Such a permanent facility, no matter how small, could positively convince high school graduates, dropouts, and other community citizens that the University of New Mexico and the Gallup Branch Community College sincerely are seeking to help local communities fulfill educational needs on a long-term basis. A permanent facility could reduce psychological blocks which many former high school students have had concerning attending Branch Community College programs conducted in high schools which they formerly attended (and often didn't enjoy). This permanent facility also would provide the beginning of a community center, or focal point, for expanding community services of the University and Branch Community College into rural and remote communities of New Mexico. The permanent satellite facility could house as little as a multipurpose classroom-community meeting room, a bathroom, a storage room (for audiovisual equipment; supplies; rollaway beds, blankets, library media, etc.), an office for the use of instructors, counselors, and the like. At least one satellite facility soon needs to be constructed in a very noticeable location in a satellite town (using 1975-76 capital outlay funds). Other satellite facilities should be constructed as soon as funds are secured.

Residential Facilities

Although no specific effort was made during this study to make an in-depth analysis of the need for residential facilities and related programs, it appears obvious from the data collected regarding the time it takes to travel from home to school and return, the poor conditions of many roads traveled by students, the lack of a public transportation system, the severity of winter weather conditions, and the lack of communication and electrical systems in many remote areas of the Gallup Branch Community College district, that two types of residential facilities are needed at the Branch Community College's main campus, and possibly at selected satellites: (1) facilities for both single and married students who need emergency overnight dormitory-style facilities for short periods of one to several days at a time; and (2) permanent residential facilities for students who have a need or desire to reside in a more convenient location near the Branch Community College.

Reserving land for future growth. The facilities recommended for the Gallup Branch Community College in this report should utilize no more than 50% of the site now available. The balance of the land should be reserved for new educational programs and other functions which will no doubt be added to the overall program of the College as it continues to grow and develop over the decades to come.

SUPPORT SERVICE FACILITIES

As the Branch Community College continues to grow, it will become increasingly necessary to create support services operations at the Gallup Branch Community College. Some of this movement is already in process, i.e., the creation of a student bookstore. Admittedly, it was logical to rely upon support services of the main campus during initial years of operation, but as the movement of student and faculty increases the inconvenience increases dramatically, as does the inefficiency of operation. Some support services which need to be either expanded or established at the Gallup Branch Community College are:

1. Recreational and social.
2. Guidance and counseling.
3. Student lounge and food services.

Vocational Education Modifications

Special note should be made of the proposed Navajo Tribal Vocational Education School. Since this school is expected to be operational before the Gallup Branch Community College will be making many changes in its vocational program, the Branch's administrators may wish to test the effect that the Tribal Vocational School might have on future enrollment of the Gallup Branch Community College.

It is anticipated that the Navajo Tribe, through EDA funding, will soon build a vocational school in the immediate area of Shiprock, New Mexico. A preliminary planning study has been completed by a Minneapolis firm and is being reviewed now by Tribal officials.

The school is expected to have a daily enrollment of 250 students, most of whom will be enrolled in job-entry, short-term (6-8 weeks), construction-oriented vocational courses. Residential facilities for both single and married students will be included in the physical plant; initial plans call for housing approximately fifty students. It is anticipated that there will be approximately four complete changes of students per year and, thus, approximately one thousand Navajos should be trained in this school annually.

Time schedules indicate that the school might be operational in as early a period as one year; however, a site has not yet been selected. In earlier discussions consideration was given to locating the vocational school adjacent to the Navajo Community College at Tsaile Lake; this idea could possibly be reconsidered before final selection of a site. (Project cost figures were not available.)

Abandoned Public School Facilities

During the study the following question was raised: "Are any abandoned public school facilities available in McKinley County which could functionally serve, with or without rehabilitation, the temporary or the long-term needs of all or any portion of the Gallup Branch Community College

program?" A recent study, which included physical examination of every public school facility in New Mexico, was examined to secure information about abandoned public school facilities in McKinley County.

The study revealed that, as of December 1973, no abandoned public school facilities existed in McKinley County.*

CAPITAL OUTLAY PLANNING

The University Architect, after developing a master plan for the Gallup Branch Community College, should estimate the amount of funding required to effect the plan.

Table 13 was developed by project staff to serve as a guide to the University Architect:

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*Public School Capital Outlay Program Report, New Mexico 1974, State Department of Education, State of New Mexico, Santa Fe, New Mexico 87501, December 1973. (This report was developed under a contract to the Bureau of Educational Planning and Development. Richard F. Tonigan, Director, administered the study.)

TABLE 13

CAPITAL OUTLAY PLANNING

Type of Facility	Approximate Size (Range) in Sq.Ft.	Approximate Cost (@ $50/Sq.Ft.)
A. Gallup Campus		
1. Academic:		
a. 3 to 5 programs	5,000- 7,000	$ 250,000- 350,000
b. Physical Education	20,000-25,000	1,000,000-1,250,000
2. Technical-Vocational:		
a. 3 to 5 programs	7,000-15,000	350,000- 750,000
3. Residential Facilities:		
a. 25 single-family units	25,000-30,000	1,250,000-1,500,000
b. Two-student dormitory units	6,000- 7,000	300,000- 350,000
Auxiliary:		
a. Student Union/ Food Service Building	5,000- 6,000	250,000- 300,000
B. Satellite Campuses (5)	15,000-25,000	750,000-1,250,000
C. Utilities*	-	-
D. Site Development*	-	-

*Staff was not qualified to approximate these items.

OPERATING EXPENSES

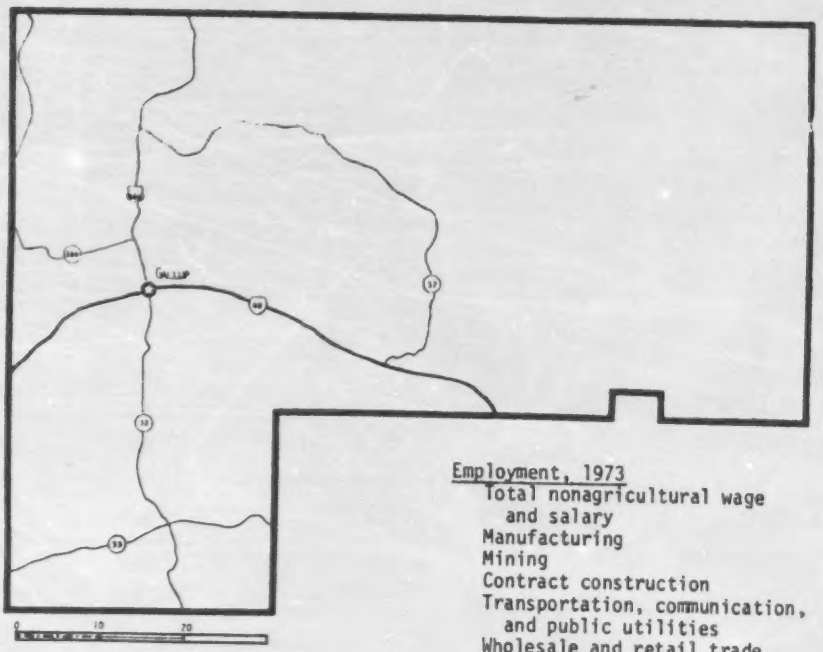
Since the parent institution, the University of New Mexico; the Board of Educational Finance; the Governor's Secretary for Education; the Legislature; and other agencies and organizations have been striving to finalize a higher education formula for the annual funding of operational costs, no effort was made in this study to project operating revenues or expenditures. It is hoped that the formula will include: (1) provisions for the higher cost of operating small colleges in sparsely settled areas, and (2) transportation support for sparsely settled and economically deprived areas such as much of rural McKinley County.

APPENDIXES

Appendix A, PAGE(S) 63 - 65 WAS (WERE) MISSING (REMOVED) FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

APPENDIX B

SUPPLEMENTAL DEMOGRAPHIC DATA FOR McKINLEY COUNTY



County Area, 1974 (Acres)	3,495,040
County Seat: Gallup	
Population of County & Major Incorporated Places, 1974[a]	
County	49,500
Gallup	15,300
Population Components, 1970	
% Rural	57.1
% Nonwhite	63.0
% Spanish-heritage[b]	20.0
% Over age 65	4.4
Vital Statistics, 1970-1974	
Births	5,644
Deaths	1,501
Natural increase	4,143
Inferred net migration	1,960
Education, 1974	
180 day average public school enrollment	12,041

Employment, 1973	
Total nonagricultural wage and salary	13,563
Manufacturing	644
Mining	1,343
Contract construction	456
Transportation, communication, and public utilities	1,086
Wholesale and retail trade	3,187
Finance, insurance and real estate	313
Services and miscellaneous	2,450
Government	4,086
Unemployment rate	6.1
Welfare, 1974	
% of population in food stamp program	17.30
Income, 1972	
Average per capita	$ 2,669
Finance, 1973 (000s)	
Total bank assets	
Gallup	$ 71,547
Taxes & Revenue: Assessed Valuation, 1974 (000s)	
County	$ 78,448
Gallup	29,575
Mining, 1972 (000s)	
Total value of production	$ 72,777
Agriculture, 1969	
Average farm size (acres)	22,278
Average value of land and buildings per farm	$479,782
Trade & Services, 1972 (000s)	
Total retail sales	
County	$109,117
Gallup	97,943
Total wholesale receipts	
County	$ 71,456
Gallup	D
Total receipts of services	
County	$ 11,641
Gallup	10,964

Source: New Mexico Statistical Abstract, 1975, Bureau of Business and Economic Research, UNM.

APPENDIX C

RESULTS OF A QUESTIONNAIRE DISTRIBUTED TO ALL SENIORS IN GALLUP AND McKINLEY COUNTY HIGH SCHOOLS

Part A - Numerical survey of answers

The Bureau of Educational Planning and Development of the University of New Mexico is working with your school district's branch college to develop the college's master plan. We need your assistance in determining the courses, programs, degrees, and services that your branch community college should provide. Would you help us in our survey by answering the following questions? 580 questionnaires were completed. Totals in each category do not reflect this total because some responses were not completed.

I. a. Address (town or nearest town only) _____

b. Age _____ c. Sex: M 261 F 278 =

II. What do you plan to do after graduating from high school?

a. 87 get a job
b. 264 go to college
c. 89 go to a vocational school
d. 41 go to a business college
e. 22 go to the branch college
f. 31 no plans
g. 40 other, please specify _____

III. About how much schooling do you think young people need?

a. 91 college degree plus additional schooling
b. 116 college degree
c. 140 some college
d. 83 trade or business school training
e. 114 high school diploma
f. 6 some high school
g. 3 eighth grade
h. 3 less than eighth grade

IV. What is the HIGHEST DEGREE you hope to earn?

a. 18 none
b. 73 high school diploma
c. 74 Associate of Arts degree (2-year junior college degree)
d. 137 Vocational or Business College certificate
e. 116 Bachelor's degree
f. 82 Master's degree
g. 38 Doctorate
h. 18 other, please specify _____

V. If you were to attend the branch college, would you prefer?

a. 364 day classes b. 119 evening classes c. 38 both

Would you attend?

d. 243 part-time e. 261 full-time

What kinds of courses would you be interested in taking?

f. 184 regular college courses
g. 128 business courses
h. 82 nursing or medical technology
i. 130 vocational
j. 67 other, please specify _____

VI. If you were to attend the branch college, would you need financial assistance from sources other than your family?

a. 351 yes b. 168 no

VII. If you would like, please make any additional comments you think are important.

(Most of the comments received did not fit into any describable pattern, with the lone exception that about 30 students from one high school said they would like the Branch to offer a remedial English course.)

RESULTS OF A QUESTIONNAIRE DISTRIBUTED TO ALL SENIORS IN GALLUP AND McKINLEY COUNTY HIGH SCHOOLS

Part B - Percentage calculations

The Bureau of Educational Planning and Development of the University of New Mexico is working with your school district's branch college to develop the college's master plan. We need your assistance in determining the courses, programs, degrees, and services that your branch community college should provide. Would you help us in our survey by answering the following questions? 580 questionnaires were completed. Totals in each category do not reflect this total because some responses were not completed.

I. a. Address (town or nearest town only) _____

b. Age _____ c. Sex: M 48% F 52%

II. What do you plan to do after graduating from high school?

a. 15% get a job
b. 46% go to college
c. 16% go to a vocational school
d. 7% go to a business college
e. 4% go to the branch college
f. 5% no plans
g. 7% other, please specify _____

III. About how much schooling do you think young people need?

a. 16% college degree plus additional schooling
b. 21% college degree
c. 25% some college
d. 15% trade or business school training
e. 21% high school diploma
f. 1% some high school
g. 0% eighth grade
h. 1% less than eighth grade

IV. What is the HIGHEST DEGREE you hope to earn?

a. 3% none
b. 13% high school diploma
c. 13% Associate of Arts degree (2-year junior college degree)
d. 25% Vocational or Business College certificate
e. 21% Bachelor's degree
f. 15% Master's degree
g. 7% Doctorate
h. 3% other, please specify _____

V. If you were to attend the branch college, would you prefer?

a. 70% day classes b. 23% evening classes c. 7% both

Would you attend?

d. 48% part-time e. 52% full-time

What kinds of courses would you be interested in taking?

f. 31% regular college courses
g. 22% business courses
h. 14% nursing or medical technology
i. 22% vocational
j. 11% other, please specify _____

VI. If you were to attend the branch college, would you need financial assistance from sources other than your family?

a. 68% yes b. 32% no

VII. If you would like, please make any additional comments you think are important.

APPENDIX D

RESULTS OF QUESTIONNAIRES DISTRIBUTED TO STUDENTS ATTENDING THE GALLUP BRANCH COMMUNITY COLLEGE

Part A - Numerical survey of answers

The Bureau of Educational Planning and Development of the University of New Mexico is working with your school district's branch college to develop the college's master plan. We need your assistance in determining the courses, programs, degrees, and services that your branch community college should provide. Would you help us in our survey by answering the following questions? (312 questionnaires were completed. Totals in each category do not reflect this total because some responses were not completed.)

I. a. Address (town or nearest town only) _____

b. Age 0-19 = 54 20-24 = 58 30-39 = 78 ~~25-29 = 70~~ 40+ = 37

c. Sex: M 99 F 198 = 297 Respondees

d. Do you attend? Full-time 85 Part-time 218

e. How far do you travel one way to attend classes? 0-10 = 199 ~~miles~~ 11+ = 100

f. Do you have a high school diploma? Yes 282 No 25

g. Do you have a college degree? Yes 55 No 254

h. Are you attending classes at any institution other then the branch college?

Yes 21 No 283 If yes, please specify _____

II. What courses would you like to see added to the present curriculum?

a. 176 more regular college courses
b. 73 more vocational courses
c. 95 more business courses
d. 42 more adult education courses
e. 70 other courses, please specify _____

III. What programs would you like to see added to the present curriculum?

a. 79 vocational programs
b. 94 business programs
c. 107 more Associate of Arts programs
d. 60 other programs, please specify _____

IV. What activities would you like to see added?

a. 157 recreational activities
b. 110 social activities
c. 21 other activities, please specify _____

V. How could the branch community college help meet the major needs of your community?

a. 72 offer community services
b. 107 offer recreational/social activities
c. 79 offer counseling services
d. 46 assist in economic development
e. 90 offer financial aid to students
f. 10 offer other services, please specify _____

VI. Why did you choose to attend the branch?

a. 93 liked the programs offered
b. 200 it is close to home
c. 68 couldn't afford to go elsewhere
d. 38 other, please specify _____

VII. In which communities (1 or more) do you attend branch college classes?

a. _____ b. _____ c. _____

VIII. Would you take more courses if they were offered at the location you attend?

a. 242 Yes 40 No

IX. If you would like, please make any additional comments you think are important.

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RESULTS OF QUESTIONNAIRES DISTRIBUTED TO STUDENTS ATTENDING THE GALLUP BRANCH COMMUNITY COLLEGE

Part B - Percentage calculations

The Bureau of Educational Planning and Development of the University of New Mexico is working with your school district's branch college to develop the college's master plan. We need your assistance in determining the courses, programs, degrees, and services that your branch community college should provide. Would you help us in our survey by answering the following questions? (312 questionnaires were completed. Totals in each category do not reflect this total because some responses were not completed.)

I. a. Address (town or nearest town only) _____

b. Age 0-19 = 18% 20-24 = 20% 30-39 = 26% 25-29 = 24% 40+ = 12%

c. Sex: M 33% F 67%

d. Do you attend? Full-time 28% Part-time 72%

e. How far do you travel one way to attend classes? 0-10 = 67% miles 11+ = 33%

f. Do you have a high school diploma? Yes 92% No 8%

g. Do you have a college degree? Yes 18% No 82%

h. Are you attending classes at any institution other then the branch college?
Yes 7% No 93% If yes, please specify _____

II. What courses would you like to see added to the present curriculum?

a. 57% more regular college courses
b. 24% more vocational courses
c. 31% more business courses
d. 14% more adult education courses
e. 23% other courses, please specify _____

III. What programs would you like to see added to the present curriculum?

a. 25% vocational programs
b. 30% business programs
c. 35% more Associate of Arts programs
d. 19% other programs, please specify _____

IV. What activities would you like to see added?

a. 51% recreational activities
b. 35% social activities
c. 7% other activities, please specify _____

V. How could the branch community college help meet the major needs of your community?

a. 23% offer community services
b. 35% offer recreational/social activities
c. 25% offer counseling services
d. 15% assist in economic development
e. 29% offer financial aid to students
f. 3% offer other services, please specify _____

VI. Why did you choose to attend the branch?

a. 30% liked the programs offered
b. 65% it is close to home
c. 28% couldn't afford to go elsewhere
d. 12% other, please specify _____

VII. In which communities (1 or more) do you attend branch college classes?

a. _____ b. _____ c. _____

VIII. Would you take more courses if they were offered at the location you attend?

a. 86% Yes 14% No

IX. If you would like, please make any additional comments you think are important.

APPENDIX E

Branch Colleges - Legislative History

Early 1950's	-	First Branch started at Carlsbad by NMSU, without benefit of any stateside authorization.
1957	-	Permissive legislation authorizing - establishment of branches. Stateside approval by State Board of Education required. No criteria. Program defined as first two years of college.
1959	-	Legislature included $100 per F.T.E. support for branches in the appropriation for the parent institution.
1963	-	Law amended to require stateside approval by the BEF before a branch can be established. Directing that BEF develop criteria. Providing that BEF can recommend state support of up to $300 per F.T.E. Permit local tax of $100 per F.T.E.
1967	-	Law amended to broaden definition of program to include vocational-technical as well as first two years of college. Vocational-technical students counted in F.T.E. for state support and local tax, if the branch is an "area vocational school."

Branch College Development

Early 1950's	-	Carlsbad
1957	-	Alamogordo, Farmington, Roswell, Lovington, Raton, Clayton. Raton and Clayton folded after about three years. Lovington closed in 1966 when Junior College was opened.
1962	-	Clovis branch established by conversion of Cannon AFB program.
1967	-	Roswell Branch took over part of Walker AFB when it was closed by the military. Program expanded to make this a major residential vocational-technical facility, while academic program is continued for residents of the immediate area. Extra state funding, over and above the $300 per F.T.E., provided at least temporarily.

*This Appendix was provided by the Board of Educational Finance (Nov. 1975).

1967 & 1968	-	Alamogordo, Carlsbad, and Farmington occupy new buildings specifically provided for the branch colleges, the first such buildings in the state. Financed by bond issue of parent institution, with branch college student fees pledged for debt service.
1968	-	New branches opened in Grants and Gallup.

Junior Colleges - Legislative History

Late 1950's & Early 1960's	-	Several attempts to get legislation permitting establishment of local district junior colleges. All failed.
1963	-	Permissive legislation passed. Broad definition of program. Financing by local tax and tuition. BEF approval required at several stages of creation and implementation.
1968	-	State support at $300 per F.T.E. provided for first time.

Junior College Development

1964	-	Junior College District Established in Lea County.
1966	-	Lea County Junior College Opened.
1968	-	Last phase of building program let to bid. Will give them a total plant with capacity for 1200-1400 F.T.E. F.T.E. above 800 in 1968-69.

Branch and Junior Colleges - Current Status

There is no branch or junior college located in the same area as a public four-year institution. Current thinking indicates that the only area having a public four-year institution, where a junior college might be established, is the Albuquerque area.

All communities having enrollment potential judged to be sufficient to make a local program feasible, are now served by public four-year or two-year institutions, with the exception of the Santa Fe-Espanola-Los Alamos area.

It is believed that, in New Mexico, development of area vocational schools should be closely related to the branch and junior college programs.

The present legal provisions for branch colleges, junior colleges, and area vocational schools are inconsistent, and uncoordinated to a considerable extent. We need to pull these programs together into a positive, statewide, coordinated system.

73-30-17. Branch community college educational program and enrollment defined.---Branch community college educational program for the purpose of Sections 73-30-17 through 73-30-28 NMSA 1953, includes the first two years of college education and may include organized vocational and technical curricula of not more than two years' duration designed to fit individuals for employment in recognized occupations, or both of the above.

The calculation of full-time equivalent student population for purposes of Sections 73-30-21 and 73-30-23 NMSA 1953 shall include students enrolled in college level courses and students enrolled in vocational and technical courses taught by a branch community college which is recognized by the state board of vocational education as an area vocational school or in courses which are approved by the state board of education. Full-time equivalent for students enrolled in vocational and technical courses not of college level shall be calculated according to the method prescribed in Section 73-34-7.2 NMSA 1953. Students enrolled in a course, the cost of which is totally reimbursed from federal, state or private sources, shall not be included in the calculation of full-time equivalent student population. No student shall be included in the calculation if he is counted in the average-daily-membership of a public school district for the same time period.

73-30-18. Establishment authorized---Board---Determination of need ---Agreements.---A. A branch community college may be established in a school district upon the showing of need by the local board of education; or a branch community college may be established to include more than one school district, in which instance the boards of education shall act as a single board, and if the branch community college is established, shall continue to act as a single board. As used in Section 73-30-17 through 73-30-25 New Mexico Statutes Annotated, 1953 Compilation, "board" means the local board of education, or the combined local boards of education acting as a single board, of the school district.

B. The duties of the board are to:

(1) initiate and conduct the survey;

(2) select the parent institution;

(3) request approval of the branch community college from the board of educational finance;

(4) enter into written agreements with the board of regents of the parent instituion selected;

(5) act in an advisory capacity to the board of regents in all matters relating to the conduct of the branch college;

(6) approve an annual budget for the branch community college for recommendation to the board of regents of the parent institution;

(7) certify to the county commissioners the tax levy; and

(8) conduct the election for tax levies for the branch community college.

C. Upon evidence of a demand for a branch community college the board shall cause a survey to be made. The board of educational finance shall develop criteria for the establishment of a branch community college and no branch community college shall be established without the written authorization of the board of educational finance.

D. If need is established, the board, in accordance with the board of educational finance criteria for initiating a branch community college program, shall consult with the board of regents of the higher education institution selected to be the parent institution, and, if the board and the board of regents agree to conduct a branch community college in the area, they shall transmit a proposal to establish a branch community college to

the board of educational finance. The board of educational finance shall evaluate the need and shall notify the board and the board of regents of approval or disapproval of the proposal.

E. If the proposal is approved, the board and the board of regents shall then enter into a written agreement which shall include provisions for:

(1) the higher education institution to have full authority and responsibility in relation to all academic matters;

(2) the higher education institution to honor all credits earned by students as though they were earned on the parent campus;

(3) the course of study and program offered;

(4) the co-operative use of physical facilities and teaching staff;

(5) consideration of applications of local, qualified people before employing teachers of the local school system; and

(6) the detailed agreement of financing and financial control of the branch community college.

F. The agreement shall be binding upon both the board and the board of regents; however, it may be terminated by either board by mutual consent, or it may beterminated by either board upon six (6) months notice. However, if the branch community college has outstanding bonds, either tax or revenue, neither the board nor the board of regents may terminate this agreement until the outstanding bonds are retired. This provision shall apply to all agreements presently in existence between the branch community college and the board of regents of the parent institution.

G. All taxes levied to pay for principal and interest on bonds of the branch community college shall be in addition to the taxes levied for operating, maintaining, and providing facilities for the branch community college, pursuant to Section 73-30-21 NMSA 1953 and shall not be limited by the tax limitation found in Section 73-30-21 NMSA 1953.

H. For the purpose of relating branch community college to existing laws, branch community college districts or branch community colleges:

(1) shall not be considered a part of the uniform system of free public schools pursuant to Article 12, Section 1, and Article 21, Section 4, of the constitution of New Mexico;

(2) shall not benefit from the permanent school fund and from the current school fund under Article 12, Sections 2 and 4 of the constitution of New Mexico;

(3) shall not be subject to the control, management, and direction of the state board of education under Article 12, Section 6, of the constitution of New Mexico;

(4) shall not be considered a school district for the purposes of a uniform system of textbooks for the public schools as prescribed in Article 20, Section 17, of the constitution of New Mexico, and

(5) shall not be considered school districts in so far as the restrictions of Article 9, Section 11, of the constitution of New Mexico are concerned.

I. All elections held pursuant to the branch community college law shall be as follows:

(1) The board calling the election shall give notice of such election in a newspaper of general circulation in the branch community college district, at least once a week for three consecutive weeks, the last insertion to be not less than thirty days prior to the proposed election.

(2) The election shall be conducted and canvassed in the same manner as municipal school district elections unless otherwide provided in the branch community college laws.

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(3) Any person or corporation may institute in the district court of any county in which the branch community college district affected lies, an action or suit to contest the validity of any proceedings held under the branch community college laws, but no such suit or action shall be maintained unless it is instituted within ten days after the issuance by the proper officials of a certificate or notification of the results of the election and the canvassing of the election returns by the board.

J. The tax rolls of the school districts comprising the branch community college district are adopted as the tax rolls of the branch community college district.

73-30-18.1. Approval of local school board required.---Before any school district shall become part of a branch community college district composed of two or more school districts, the local board of education shall indicate its consent and need for such branch community college by the adoption of a resolution to that effect.

73-30-19. Availability of school facilities---Use of other facilities.---Upon establishment of a branch community college, public school facilities are to be made available to the college if needed, and in such manner as will not interfere with the regular program of instruction. No public school funds shall be expended in the program, and the branch community college shall pay a proper amount for utilities and custodian service. The board may arrange for the use of available facilities other than public school facilities if approved by the board of regents.

73-30-20. Financing of branch community colleges.---Financing of branch community colleges shall be by tuition and fees, which shall be set by the board of regents, and by gifts and grants, and by other funds as may be made available, except as otherwise provided in sections 73-30-17 through 73-30-25 New Mexico Statutes Annotated, 1953 Compilation.

73-30-21. Tax levies authorized.---A. The board may levy and collect a tax annually against the property in the school district or districts comprising the branch community college district, for the purpose of operating, maintaining and providing facilities for the branch community college. The annual amount levied shall not be in excess of one hundred dollars ($100) for a full-time equivalent student in the academic program or in excess of four hundred dollars ($400) for a full-time student in the vocational and technical program.

B. For the first year of operation the board shall estimate the full-time equivalent student population; thereafter the previous year's full-time equivalent student population shall be used for taxing purposes.

C. In the event the amount necessary to be raised for such purposes exceeds in any year the constitutional limit of twenty (20) mills for all other purposes in the district, or districts, the question of levying additional taxes, over and above the limitation for the support of the branch community college shall be submitted to the electors and voted upon as a separate question at a special election or at the next subsequent general election. The election upon the question shall be called, handled, conducted and canvassed in substantially the same manner as is provided by law.

73-30-21.1. Additional levies.---

A. The board may levy and collect a tax annually against the property in the school district or districts comprising the branch community college district, for the purpose of construction, purchase or lease of facilities,

purchase or lease of equipment, reduction of tuition rates and implementation of special community service programs beyond the scope of the standard branch community college curriculum. The annual amount levied shall not be in excess of three mills for each dollar of assessed valuation of property in the school district or districts comprising the branch community college district.

B. In the event the levy by taxation to raise the amount necessary for such purposes exceeds in any year the constitutional limit of twenty mills when added to tax levies for all other current purposes in the district or districts, the question of levying additional taxes not exceeding three mills, for such purposes, over and above the limitation, shall be submitted to the electors and voted upon as a separate question at a special election or at the next subscquent general election. The election upon the question shall be called, handled, conducted and canvassed in substantially the same manner as is provided by law.

C. If the electors vote in favor of the special levy, it shall become effective and be made for each of the ensuing four years. The board may direct that such levy be decreased or not made for any year if, in its judgment, sufficient funds are available or will be obtained from other sources.

D. The tax levies authorized by this section shall be in addition to those levies authorized by Section 73-30-21 NMSA 1953.

73-30-22. Election on special levy.---If the electors vote in favor of the special levy, it shall become effective in the following taxable year and each year thereafter unless the branch community college district is dissolved.

73-30-23. State Support.---The board of educational finance shall recommend an appropriation for each branch community college and junior college based upon its financial requirements in relation to its authorized program and its available funds from non-general fund sources; provided, such recommended appropriation shall be an amount not less than three hundred twenty-five dollars ($325) for each full time equivalent student.

73-30-24. Applicability of other laws.---Any law concerning public schools and any law concerning the higher education institution shall, when applicable, govern the operation and conduct of the branch community college.

73-30-25. Designation of branch community college.---Any community college shall be designated as a branch of the respective higher education institution.

73-30-26. Branch community college bonds---Interest---Form---Payment.---

A. Any community college board may borrow money for the purposes of erecting and furnishing, constructing, purchasing, remodeling and equipping buildings and utility facilities or purchasing grounds, exclusive of dormitories and stadiums. To carry out the purposes of this section, the board may issue negotiable coupon general obligation bonds of the school district, if approved by the board of educational finance and then approved at an election by a majority of the qualified electors voting on the issue; provided, however, no bonds shall be issued which shall create a total bonded indebtedness in the school district in excess of three per cent (3%) of the assessed valuation of the taxable property within the school district as shown in the preceding

general assessment, which debt limitation is to be in excess of other existing debt limitations. Bonds shall be sold at a price which does not result in an actual net interest cost to maturity, computed on the basis of standards of bond values, in excess of six per cent (6%) a year. The bonds shall be sold and may be in such denominations as the board determines, and the bonds and the attached coupons shall be payable to the bearer but may also be made registrable as to principal, or registrable as to principal and interest.

B. The bonds shall be payable semiannually and shall be due and payable serially, either annually or semiannually, commencing not later than three (3) years from their date. Such bonds shall be issued for a term of not less than five (5) nor more than twenty (20) years. The form and terms of the bonds, including provisions for their payment and redemption shall be as determined by the board. If the board so determines, the bonds may be redeemable prior to maturity upon payment of a premium, not exceeding three per cent (3%) of the principal thereof. The bonds shall be executed in the name of, and on behalf of, the school district and signed by the chairman of the board, with the seal of the school district affixed thereto, and attested by the secretary of the board. Bonds may be executed and sealed in accordance with the provisions of the Uniform Facsimile Signature of Public Officials Act (5-9-1 to 5-9-6). Interest coupons shall bear the original or facsimile signature of the chairman of the school board.

C. To provide for the pay ment of the interest and principal of the bonds issued and sold pursuant to the provisions of this section, upon approval of such bonds at an election by a majority of the qualified electors in such school district who voted on the issue, the county commissioners shall annually make and levy, during each year in which any bonds are outstanding, an ad valorem tax on all taxable property in the school district in an amount sufficient to produce a sum equal to one (1) year's interest on all bonds then outstanding, together with an amount sufficient to pay the principal of all bonds as they mature. This levy shall not exceed five (5) mills; provided, however, that this five-mill limitation may be exceeded in any year in which the valuation of the property within the school district declines to a level lower than the valuation of such property in the year in which the bonds were issued. The taxes authorized shall be levied, assessed and collected at the times and in the manner that ad valorem taxes for school districts are assessed, levied and collected and it shall be the duty of all tax officials and authorities to cause the taxes to be levied, assessed and collected.

D. The proceeds obtained from the issuance of the bonds may be used by the community college board for the purposes provided herein, or they may be turned over to the board of regents of the parent institution for the purposes provided herein, but the proceeds shall not be diverted or expended for any purposes other than those provided herein; provided that no building shall be built without prior approval of detailed plans by the board of educational finance, which shall have authority to approve, disapprove or decrease the amount of bonds which may be sold; and provided further, that the expenses incurred in the preparation and sale of the bonds may be paid out of the proceeds from their sale.

E. Prior to the issuance and sale of bonds, the attorney general shall approve all bond transcripts and certify his approval or rejection thereof in the same manner as is required by law for the approval of school bonds. Unless otherwise specifically provided, the provisions of this section for the issuance of bonds shall be deemed exclusive of the provisions of all other laws.

73-30-27. Payment of bonds---Bond provisions.---A. The principal of and interest on general obligation bonds herein authorized to be issued, and any prior redemption premiums, shall be payable from the proceeds of general property taxes levied without limitation as to rate or amount, except to the extent other revenues are made available therefore. All bonds shall be the general obligations of the school district, and the full faith and credit of the district shall be pledged for the payment thereof.

B. It may be provided in any proceedings authorizing any bonds hereunder that a bond shall recite that it is issued under authority of this act (73-30-26 to 73-30-28). The recital shall conclusively impart full compliance with all of the provisions of this act and all bonds issued containing this recital shall be incontestable for any cause whatsoever after their delivery for value.

C. All bonds issued by a district shall be fully negotiable and constitute negotiable instruments within the meaning of and for all the purposes of the Uniform Commercial Code (50A-1-101 to 50A-9-507) as that law is now or may hereafter be in force in this state. If lost or completely destroyed, any bond may be reissued in the form and tenor of the lost or destroyed bond upon the owner furnishing to the satisfaction of the board:

(1) proof of ownership;

(2) proof of loss or destruction;

(3) a surety bond in twice the face amount of the bond and coupons; and

(4) payment of the cost of preparing and issuing the new bond and coupons.

D. Notwithstanding any other provision of law, the governing body may in any proceedings authorizing bonds hereunder provide for the initial issuance of one (1) or more bonds aggregating the amount of the entire issue and may make provision for installment payments of the principal amount of any bond as it may consider desirable and may provide for the making of any bond payable to bearer or otherwise, registrable as to principal or as to both principal and interst, and where interest accruing thereon is not represented by interest coupons, for the endorsing of payments of interest on the bond. The governing body may further make provisions in any resolution for the manner and circumstances in and under which any bond may in the future, at the request of the holder thereof, be converted into bonds of smaller denominations, which bonds of smaller denominations may in turn be either coupon bonds or bonds registrable as to principal or principal and interest.

73-30-28. Title to property acquired from proceeds of bond issue.---All property acquired from the proceeds of a bond issue shall be taken in the name of the board of education or the board of regents of the parent institution. In the event an independent public college entity evolves from the branch community college, the property so held by the board of education of the board of regents of the parent institution shall be transferred and conveyed to the governing body of the new independent public college entity. No transfer or conveyance shall take place without the express approval of the board of educational finance.

(COPY)

TWO-YEAR COLLEGE EXPENDITURE TOTALS
AND EXPENDITURE PER F.T.E.

BEF 1-13-75

INSTITUTION	ACTUAL			BUDGET			PROJECTION		
	FTE 73-74	Total I & G, Transfers & Restricted	EXP/FTE	FTE 74-75	Total I & G, Transfers & Restricted	EXP/FTE	FTE 75-76	Total I & G, Transfers & Restricted	EXP/FTE
DONA ANA	217	321,765	$1,483	246	502,194	$2,041	300	547,688	$1,826
ROSWELL	861	1,261,286	1,465	990	1,416,420	1,431	1,052	1,725,528	1,640
GRANTS	118	180,724	1,532	142	191,910	1,351	144	224,803	1,561
EL RITO	903	1,251,314	1,386	845	1,505,668	1,782	900	1,378,689	1,532
CARLSBAD	246	249,509	1,014	266	221,674	833	273	379,000	1,388
SAN JUAN	504	544,124	1,080	536	689,983	1,287	687	924,707	1,346
CLOVIS	385	444,365	1,154	466	572,474	1,228	525	599,750	1,142
GALLUP	248	221,053	891	366	297,100	812	396	440,400	1,112
ALAMO	432	412,924	956	479	468,362	978	482	535,500	1,111
NORTHERN	343	294,511	859	431	335,490	778	466	499,000	1,071
NMJC	793	1,367,125*	1,724	790	1,532,137*	1,939	800	1,995,174*	2,494

*Expenditure figures do not include transfers from I & C.

APPENDIX G

COMMUTING COSTS

One third of the student population of the Gallup Branch Community College attends one or more classes at a satellite location. If the satellite program was not in operation and these students had to drive to Gallup to attend classes, their expenses would be significantly increased. This is illustrated below:

AN ILLUSTRATION OF THE COST
OF COMMUTING TO ATTEND
COLLEGE AND TIME INVOLVED

Satellite location	Zuni	Thoreau	Ramah	Crownpoint
Number of miles from satellite to Gallup campus	36	30	42	54
Number of miles for each round trip	72	60	84	108
Number of trips made weekly*	3	3	3	3
Number of trips made each semester (18 weeks)	54	54	54	54
Number of miles driven each semester	3,888	3,240	4,536	5,832
Cost of driving per semester (@ State of N.M. rate of 15¢/mile)	$583.20	$486.00	$680.40	$874.80
Pro-rated costs if two students share rides	$291.60	$243.00	$340.20	$437.40
Number of hours devoted to commuting per semester for each student (1.33 minutes/ mile)	86	72	101	129

*The figure of 3 trips weekly was chosen as a minimum. The number of trips made would probably exceed this figure because of the students' need to come to the campus for social activities, meetings, to use the library, etc.

The total savings to students enrolled in satellite classes would be impressive. The illustration below shows how much it would cost students enrolled in one class at Ramah if they were to commute to the Gallup campus to take the same class.

Number of students enrolled in class	24
Total cost per semester per student	$ 680
Total cost for the class, one student per vehicle	16,330
Total cost for the class, two students per vehicle	8,165
Total cost for the class, three students per vehicle	5,443

The minimum savings for students is $5,443, whereas the round trip cost for an instructor to travel to the satellite location from Gallup would be about $680.

The above figures show the costs for students in one class. The satellites of the Gallup Branch Community College are presently conducting seventeen classes. Taking the lowest total cost figure for the above class and multiplying it by seventeen results in a figure of $92,534.

The savings to students enrolled in satellite classes is quite substantial. However, the savings would not be that large. What would be more likely to happen is, that if satellites were not in operation, many of these students would not enroll in Gallup campus classes because of the travel expense and time involved.

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